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ABSTRACT

This compilation of 25 papers presented at the National Conference on Community Services in the Community College would be useful to anyone seeking to establish or modify a community service program. The authors describe programs and practices at various community colleges and offer recommendations for improving both. Subjects addressed include: the role of community services in the community college; community services needs assessments, planning, administration, and evaluation; community services programs at multicampus districts, noncampus districts, urban schools, and rural schools; coordination of the community college community services effort with other community institutions and agencies; merging community services and lifelong learning; staffing community services programs; correctional education; and methods of involving adults and senior citizens in the community college. Contributors include: Robert Theobald, John Vasconcellos, Ray Witherspoon, Ray Johnson, Bernard J. Luskin, George V. Vaughan, J. Wade Gilley, Martha Turnage, James F. Gollattscheck, Eugene E. DuBois, Marv Weiss, Arthur N. Cherdack, Robert E. Lahti, John Losak, James L. Wattenbarger, Peter F. Drucker, Leslie Purdy, Donald P. Mortvedt, Timothy Welch, Thomas M. Hatfield, Richard M. Stafford, Sylvia McCullom, Selma Zarakov, Jared B. Sharon, Louis W. Bender, and Suzanne Brooks. (DC)

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PREFACE

These selected proceedings represent the most current thinking and writing about community services and community education in the community college. Many other papers were read or presented at the National Conference on Community Services in the Community College held at San Diego in March, 1976. Some of these were ommitted because they had been previously published in other forms and some were not available for reproduction. In some instances the reproduction is less than the quality we wished to have, but it was necessary to reproduce the materials by the most economical means in order to make them available to all conference registrants at no charge. I hope you find the materials of some interest and value.

I wish to acknowledge the help and contributions of the members of the Executive Committee of the California Community College Community Services Association, the authors of the papers, and my office staff, especially Jane Keeney, for making it possible to bring this considerable endeavor to completion.

Larry Kavanaugh
Conference Chairman
National Conference on Community Services in the Community College, March, 1976

Conference Sponsors:

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THE FUTURE OF EDUCATION

Robert Theobald

The clash between the profoundly different visions of education is rapidly gaining in intensity. We are learning as a society that we can no longer expect to do all things for all people all of the time. The question we must open up now if we are to make the right decisions is what are the optimum directions for the future.

There are two different thrusts at the present time. One is a demand that "we get back to the basics" and we ensure that people can read, write and figure. There is an assumption that it is the proliferation of marginal courses which has led to the steady worsening of educational test scores and the dramatic increase in graduation of students who are still functionally illiterate or close to it.

Governor Brown in California has apparently decided his educational direction and in a recent speech declared that macrame and crafts may be desirable for those who want them, but that the responsibility of the state should be limited to the core curriculum. More than 50% of those recently polled in Washington State agreed that "return to the basics" was the most likely way to solve our educational difficulties.

This viewpoint is almost certain to continue to expand unless we can create a coherent, understandable vision of an alternative educational future and find ways to show effectively the thrust in present "reactionary" thinking. It is my conviction that both of these tasks are possible but they will only be achieved if they become the central priority of those who perceive the need for fundamental change in our educational philosophies.

It is my conviction that our educational system is failing because it is seen by all concerned--students, parents, teachers, administrators, taxpayers--as irrelevant to its central task of preparing people for the world in which they will live. In a series of informal polls taken before a very wide range of audiences, no more than 20% has ever expressed the belief that schools and colleges are providing people with any sense of future realities: then 80% believe that education is irrelevant.

As a result, students see our educational system as a series of hoops through which they must jump without understanding and without joy. Society fails to challenge their real potentials as is illustrated by a classic Marshall McLuhan story: Some kindergarten kids are walking down the street identifying the planes as they fly overhead. As they come to the door of the schoolroom, one says to the other: "Now, let's go in and string those darn beads."

To a generation educated on television, classrooms are inherently boring and reality-poor. If we are to catch and hold the imagination and energy of young people--and students at all ages--we must learn how to work with their needs and their enthusiasms. We must respond creatively to the wishes of our clientele rather than requiring them to do what past educational practice lays down as necessary and appropriate.

lt is, of course, at this point that the central educational controversy of today exists although we deal with the rub of our disagreement far less frequently than is desirable. We act as though people need to be coerced into

learning: that left to themselves they would waste their time. Our educational superstructure of grades and formal courses and degrees and credentials responds to our pessimistic perception of human natu...

The alternative is to believe that people rise to challenge if it is offered to them in terms which are relevant to their immediate concerns and which they can understand. I believe that it is this image which increasingly inspires community education activities. Unfortunately, however, real progress toward achieving citizen understanding of this alternative educational model is blocked because of several forces: only three of which I can deal with here.

First, all too many of those in community education will feel that acting to meet the direct, immediate needs of people makes them inferior educators. There is all too often a desire to take on the trappings of four-year colleges and to teach in the dull, but prestigious, ways that have caused our present problems. Only a few people, in my experience, have begun to perceive the full, coherent justification for the new teacher/student relationships required for the new forms of community education which are emerging.

The second problem is related to the first: we are still debating the peripheral issues in determining future directions rather than the central one. We spend enormous amounts of time asking whether the community educator should follow or lead. Such a question is unanswerable because its forms are so ill-defined that it can only result in a debate similar to the middle-age discussions which asked how many

angels can dance on the head of a pin.

People can only be motivated if we respond to their real needs. Thus the community educator must necessarily start from a responsive stance. However, once real needs have been recognized, then it is the responsibility of the educator to respond imaginatively and effectively so that people can be helped to see new ways to resolve their problems and grasp their possibilities. In this process, people's views may well be transformed.

The third barrier to understanding comes, therefore, at a different level. Today, everybody is trying to grab new clienteles to stay in business because of the movement toward regrowth in population, more limited resources, etc. Community colleges, community schools, adult education, university extension, recreation, and increasingly four-year colleges are competing so viciously with each other in every part of the country that the fact that they are natural allies is all too likely to be lost. We urgently need joint meetings of all those who believe in the importance of new styles of community education, and indeed new forms of community.

A successful future for community education demands that people come to see it as part of the broader, essential transition from the industrial era to the communications era. If we fail to present it in this light, we shall deserve our inevitable failure.

EDUCATION FOR WHAT?

by

John Vasconcellos
California Assemblyman
San Jose, California

EDUCATION FOR WHAT?

I have been working now for two years studying higher education as Chairman of the Joint Committee on the Master Plan for Higher Education of the State Legislature. I have been working about four years trying to generate a process to renew the goals of public schools in the State. More recently, in the last three months, I have become chairman of a third committee, which is to review all of the budgets for education in California, and that gives me a chance to deal directly with the University of California, the State Universities, Community Colleges, and the Department of Education, and ask the kinds of questions about education that not only can come theoretically but that come in terms of the allocation of resources. It particularly appears to be a place where people listen much more when you ask questions. Sometimes in the past I think some of my questioning has been shrugged off as if coming from a sort of dreamy young legislator, but now that I have the chairmanship of the committee which has all the money, they suddenly begin to listen because "money talks". It may be as simple as that.

To talk about education and relevance and goals in this context seems to me to mean that we need to talk about the whole society in which we live and recognize what people have been hinting at, talking and writing about for some years now. I refer to the gradual and at times shocking emergence of a very different sense of what it means to be human. Some call it new consciousness. Consciousness III of The Greening of America, or the encounter movement.

New consciousness, to me, as it speaks directly to education, means coming out of all those kinds of powerful changes in the society with a much different sense of the right of a human being to bring himself or herself totally into each situation - including the schools of California, be they public or private. Also, it means recognizing that the old concept about humanness is disappearing -- that man was somehow fallen and shameful, and when a kid came to school he left his body and feelings at home and only his mind could be dealt with in a classroom. I believe that new consciousness means total consciousness. Nothing great or mysterious or that kind of thing. I probably break with people of tradition who want to hold us to the dry, rigid, intellectual man, as well as with some kinds of people who are into what I see as being esoteric explanations about remote consciousness. I guess for me that new consciousness mostly means -- and it is certainly a discussion that is open to question and argument -- that whole human beings can be affirmed and respected, that they can touch each other and meet and explore human growth in that context.

What we are hoping to do with the educational system in the State is to make room for that kind of educational experience, for those kinds of contacts and assumptions to be explored. I don't think it is realistic at this point in time for anyone to expect that all

the schools are tomorrow morning going to have the goal of new consciousness or assume that human beings are basically healthy or that human nature is lovely rather than sinful in terms of its ultimate capacity. However, I think it is important that we begin to try to make clear that the very question about humanness and human nature is the most important question, without consideration of which we are not going to very well get ourselves through the kinds of problems that we are experiencing in our society. School ought to be a place where dialogue goes on about the characteristics of being human, the nature of consciousness, and assumptions about human potential.

Curiously, this change is beginning to take place across the State. In our goals process what we are trying to do is not to impose the same new goals upon all four million California students from the State Capitol (which would be the same old method of "We know what's best for all of you"). Rather, we are going out into the State and asking each individual school what they want for their children, so that people can more and more get a sense from the bottom that they have some rights to declare themselves. I suppose the old educational experience is that which comes down on the youth, so as to give them the painful sense that they have to deny their feelings, lock away their questions, and stay quiet for fear of looking stupid. When I think of kids asking questions, I think of myself going through school and being afraid to ask for fear of showing I didn't know the answer, for fear of having the wrath of power structure come down on me. I was always the brightest kid who got all the awards, but I didn't ask any questions because I was afraid to. New consciousness education for me really means education that affirms the right of a child not to be afraid of himself or herself, not be afraid to declare his own needs and wants, recognize the body, the mind, and the emotions as a whole composite of what it means to be human, no one of which is less basic or less human than the other.

Interestingly enough, the goals process has been slow in coming since many educators traditionally have looked down on the community and been disdainful of uneducated masses until they educated them in their own way. But, we have begun to break through this barrier and gotten more and more educators into opening up to the community and inviting people in. As the returns begin to come back across the State, there is along with reading and writing, which we could well have expected as being critical goals, one other goal that constantly comes through from conservatives and liberals, new people and old people, teachers and students and parents especially: it is self-esteem. This is a term that I hadn't heard when I walked into the Legislature several years ago, a term I don't think educators talked much about; but suddenly we are finding that self-esteem - feeling good about ourselves - is an important operational goal of public education in California. For me, I think it is perhaps the most important goal of any kind of human contact or institution, and insofar as I am able and willing to inform other people, and they can have a sense that it is all right to be themselves, it seems to me the whole character of human relationships and power and authority radically changes.

I believe that it is possible to go out to the communities and talk to even the most traditional people about self-esteem and responsibility and freedom and honesty and authenticity and caring and lov-

ing, all of which are very basic traditional values that have gotten lost by the ways in which we have dealt with people. My hunch and my bias are much like Willis Harman's, that the human being has tremendous capacity in terms of growth for being authentic, responsible, and caring, as well as for relating and growing and learning. My bias here I guess comes very heavily out of not the Charles Reich Consciousness III in The Greening of America, but the Wilhelm Reich kind of basic grounding in one's own experience of his body, in sexuality and emotions and wholeness, in bringing one's whole self into situations for growth and learning.

I think that the next ten to twenty years are going to provide a lot of hassles in education, most of which will have underlying them whether people are trustworthy or not. The whole area of sex education - which is so controversial - comes down to whether or not schools are places where children can have bodies, it seems to me. The whole area of drug abuse education starts me to wondering whether you can talk to kids about feelings and being high, what that means and what its origins are. The whole area of ethnic studies comes down to arguments and questions about whether it is all right to have a different colored body -- black or brown or red or yellow or whatever -- and to recognize that somehow it is not a difference that ought to account for someone being treated differently or worse in society.

A subtle, and in a way profound argument that has begun to emerge in this area is about the creation versus evolution theories in the textbooks in California. I am not particularly worried about what happens, because I am more than willing to have different viewpoints expressed and given to people from which to make choices. I think that most people have not really looked into the significance of that dialogue because it seems to me that the creation theory about humanness implies that someone else did it and someone else will do it, and that I ought to be at ease until I'm saved by some external force and power. And what the evolution theory really says about man is that human beings as living organisms have within themselves a thrust toward more life and consciousness and growth. I think that simple argument, which did not get much attention other than angry reaction from both sides, may profoundly affect the dialogue in public education as to whether schools are places where human beings are encouraged to be open and express themselves, or whether schools are places where human beings are conditioned to feel bad about themselves, to take orders and to fit in, to pursue their studies without questioning and perpetuate the old systems and stereotypes.

So new consciousness for me is a fairly simple thing, and not esoteric; it is simply a consciousness about ourselves, and it begins deep within in terms of how we feel about ourselves and how we are willing to confront ourselves and bring ourselves to one another in a friendly way, rather than in conditioned and negative ways. My very deep sense is that discovering what this means, that articulating the question and exploring alternatives is the major crisis and thrust for public education during the 70's, and that anyone who is willing to involve himself or herself in that is doing two things that are critical: 1) making a major difference in the public dialogue and the public life of the society, and 2) making a difference in his own life and his sense of meaning and fulfillment.

My plea, I suppose, is simply for a recognition of what new consciousness means not just for individuals but for the entire life style and the quality of life for all of us human beings sharing the planet. My hope is that people who become aware of different posibilities regarding consciousness of being human and growing as persons at least keep in mind - and for me it is somewhat deeper that that - the realities of the total society and a sense of responsibility to other human beings. I guess I get somewhat turned off by the people who hold themselves aloof from the struggle for consciousness change and for evolution in our society. My bias may be deeply political, since my life is politics -- living very much in the contacts of relationships of the society at large. I tend to think that people who take themselves away from that struggle to affect the quality of life don't show a very broad consciousness about the capacities and interrelationships of human beings.

One explanation for our efforts in Sacramento is that in terms of the need for greater self-esteem, we have been trying to discover some political ways of dealing with this need more effectively and preventively. It has come to me that the person who is taught to hate his or her own body by our cultural conditioning is likely to be violently affecting someone else's body, and the person who has been taught to deny his or her own feelings, is most likely to reach for something outside in order to get that kind of high...e.g., drugs. Someone here talked about the complicated beings that we are. I tend to think we are fairly simple, and that we over-complicate ourselves. Our culture has so much split us off from ourselves and from our own experience, that the complications seem to be more in our heads and how we think about ourselves. Maybe we simply must rediscover our own consciousness, our capacity for knowing verbally and non-verbally, feeling and touching and relating in a lot of different kinds of ways. That's for me where new consciousness is. I guess that what I want most to see is that the schools of the State become places where teachers, administrators, trustees, parents, and students together explore what it means to be human and generate the kinds of dialogue that are necessary to begin creating alternative structures, styles and curricula that will in fact enable young human beings to respect themselves and discover their own capacities for having a future that is meaningful.

There are youth today whose sense of everything is very profound and radically advanced beyond what I had. I have a godson who has just started high school - he's just fourteen. He has always been a precocious child but a down-to-earth child as well, the oldest of five children in a middle class, typical Catholic family. We were talking a year ago, and he asked me if I had seen "2001", and I said "Yes, I had."

He replied, "Did you figure out what that thing is?"

And I said, "I thought about it some and I have some ideas."

He commented, "I saw the movie, and I couldn't think what it was, and then I was reading "Mad Magazine" and they had a 2001 kind of take-off, and I thought I would start thinking about it again to figure out what it meant. So I finally figured it out."

This was a very unassuming conversation before dinner one night when I was at his house, and I said, "What did you figure out?" My godson said, "It represents man's universal thrust to ask questions and to improve himself." This was a 14-year-old kid. That's new consciousness, I guess. You don't generally get that from school, which is too bad.

I have another little friend who is five and who just started kindergarten. He's the youngest of four, and his parents are involved in their own growth a great deal, so Christopher has been raised utterly free. He is now going to school, and it is kind of sad to see what happens to him in school. He wasn't there very long before the teacher conferences began, because Christopher didn't fit in very well.

His brother John didn't either. John started school two years ago. He will be eight tomorrow, and he sits and talks to animals alot. He seems to have a sense about himself that's kind of unsettling if you are around him. He came home and said, "I don't like it down there."

His mother, Joni said, "What's the matter?"

And he said, "Well, when we get in a class and we really get excited about learning, they ring a bell and we have to stop and go out and play. When we go out to play and we really get excited about playing, they ring the bell, and we have to go in to learn again." The school apparently has no sense of a child's rhythm and of his sense of what is good, and when and what one wants to learn and what one needs to learn.

Christopher started school and after a few weeks a teacher conference came. Joni went down to the teacher, who was an older woman, who said, "Christopher is in a terrible amount of trouble."

She said, "I'm not surprised - that's the way we've let him be."

The teacher said, "He is very, very young, and he's a tiny little guy."

And she continued, "he is tiny; he's a boy, and they're more trouble."

And then the most stunning comment about differences and about bodies of people in our society came. The teacher said, "And he is left handed."

Joni said, "What does that mean?"

The teacher replied, "Well, they're more trouble and they are mavericks."

Being myself left-handed, I grew up with that, and I know what it means. It means that being left-handed, being a woman in society, being black or gray or brown, somehow being different in how you look, means that people will often try to decide that you have to be made over into a uniform image of what you are supposed to be like. You can laugh this off, but Joni told me that one morning a week later Christopher (who has been tying his shoes for a long time), came to her and

and said, "Would you tie my shoes for me?"

Joni replied, "You know how to tie your shoes." Christopher said, "Yes, but my hands are on backwards." That is the subtle way in which we deal with people, telling them something's wrong with who and how they are. Actually, it tells more about what's wrong with our society and home and church and school and government and everything else.

The great cry that people are beginning to speak is the sense that "I want to be myself, and I want to know if it is alright with you if I am myself." It's a cry that has a lot of power and pain, for many persons, including myself. My own upbringing was by traditional parents, traditional church and schools, all of which were very sincere and probably timely then but none of it is valuable now in the emergence of identity, of individuality, and of being a person. I think that bringing about this change is a major historical task of our times in which every one of us has an important role, not only for our society but for ourselves as well. So, to me, new consciousness means very simply a new awareness about it's being all right to be human, to explore the dimensions of that in terms of astral projection, or sexuality, or thinking or feeling or whatever, and knowing it is acceptable to have multiple selves and to explore the relationships that grow out of that, to reach for intimacy and openness of feeling, and beginning to know that we are more than verbal creatures who speak words to each other in formal abstract intellectual ways.

Schools have been in too many ways places where kids were taught to go along and fit in, in a sense to become domesticated. Schools need to become places where human beings can be liberated, or better yet, can liberate themselves. One of the most powerful writers in education is a man by the name of Paolo Friere, a Brazilian revolutionary who has been exiled to Switzerland because his country couldn't handle the disturbance to the power structure that his writing caused. In his book, The Pedagogy of the Oppressed, he talks about trying to reach people in a way so that they can take charge of their own lives, a way through which the poorest peasants in the remote areas of Brazil could begin to perceive how they can change themselves and how they might act so as to make a difference in their lives. I think that is not unlike what we can do in this country, because in so many cases people are just conditioned to be apathetic and to take orders. What we most need, it seems to me, is a sense of our own capacity to perceive relationships with institutions in society and economics and churches and everything else, and then begin to be able to move to change things accordingly. That is the consciousness I think really critical.

The forward of Friere's book confirms much of my own current thinking about schools. It says, "There is no such thing as a neutral educational process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world. The development of an educational methodology that facilitates this process will inevitably lead to tension and conflict within our society. But it could also contribute to the formation of a new man and mark the beginning of a new era in Western history."

That's how big the stakes are! That's how big the challenge is! That's how big the pain will be!

But I suggest to you there isn't much else around. "Education for what?" is like education for living, for being human, for making society human and being ourselves in much more human ways. Past that, it is not a matter of words; it is a matter of your own choice and your own sense of yourself and your willingness to take the kinds of risks that make your own life creative, meaningful and fulfilled!

COMMUNITY SERVICES

IN THE

MULTI-CAMPUS DISTRICT

Ray Witherspoon
Director, Community Services
El Centro College, Dallas, Texas

The Dallas County Community College District's four innovative educational communities are dedicated to a common goal; serving in the best possible way the complex, varied and ever-changing educational requirements of a growing metropolitan community. Each of the district's four colleges - Eastfield, El Centro, Mountain View, and Richland - is therefore committed to providing every person in Dallas County a quality educational experience, whether the person is a youth setting forth toward a degree in medicine, or an adult wanting to enrich his leisure hours with an interesting hobby.

Of primary importance to the district's goal is making certain that a student's educational program is tailored to his needs, abilities and ambitions. The Community Service Divisions especially feel that the greatest opportunity for this is in the confines of our programming.

The District officially became the Dallas County Community College District in 1972, when its philosophy, function and breadth outgrew the traditional "junior college" label. The new name more closely states the district's mission--to meet the educational needs of the entire metropolitan community.

For the student wishing to enter an occupation at a level above the bottom rung of the ladder, the colleges offer one-year and two-year programs of credit courses covering specific technical-occupational fields, a broad range of credit and non-credit adult education courses, and for the person who simply wants to make life a little more interesting, there are additional non-credit courses offering a myriad of subjects on cultural, civic and avocational topics.

In 1965 El Centro opened its doors for the fall semester in a converted downtown department store with the first year's credit enrollment of 4,120 and

a non-credit enrollment of 2,941, totaling for one year 7,061 students. Ten years later for the spring semester of 1976 only, all four campuses have a credit enrollment of 33,015, and a non-credit enrollment of 22,500, totaling 55,515 students. This places our district as the third largest system of higher education in the state only surpassed by The University of Texas and the University of Houston systems.

The addition of the new campuses--Cedar Valley College in 1977, and North Lake and Brookhaven Colleges in 1978--will round out the seven campus plan of the Dallas County Community College District.

From the outset, the Dallas County Community College District has committed itself to the concept of Community Services. Financially it committed a staff in 1966 of a Director and a secretary. Today, 10 years later, El Centro's staff consists of 2 full-time administrators, an office manager, 4 clericals, 3 student assistants and an intern from a neighboring four-year institution. Each college maintains its own individual staff and program identity. We are located in four different economic locations from high to low and one downtown campus whose main constituents consist of the asphalt jungle business community. This in itself has helped to maintain a certain amount of autonomy.

Autonomy, a word increasingly used by ourselves but constantly decreasing in reality. Autonomy in instructional process will remain, but administrative services allowed each campus will begin to decrease autonomy as the other three campuses come into existence.

The September 20, 1975 issue of Saturday Review states continuing education, long viewed with disdain by many university regulars, has suddenly been discovered

as the wave of the future. Some of the continuing education specialists at such pioneering institutions as New York University and the New School for Social Research, and a handful of others who have spent a lifetime teaching adults may be slightly amused by the novelty label that is being attached to their fields, but they are not likely to object to the experience suddenly being discovered.

But do not be amused too long. With the autonomy that Community Services now possesses and with it just raising its head and being given notice we could fall into several traps. First, we must engage in systematic studies of what adults in a society like ours need to know or would profit from knowing and seek to make these things available to even larger groups. Second, continuing education mandated by the state or by establishment associations could easily deteriorate in precisely the manner in which so much of the existing increments-oriented teacher education has turned sterile and time wasting. Thirdly, to emphasize the number of credits completed rather than relevancy, quality and excitement. Watch out for the Continuing Education Unit. Some are trying to fit them into degree oriented programs. A Continuing Education Unit degree? Fourth, continuing education is subject to misuse by educational elitists as a subtle device to keep the masses out of regular college enrollment. Finally, we face the imminent danger that the colleges will view and treat the adult student as mere office temporaries to shore up sogging gate receipts and expect these students to adjust to the academic status quo. I am sure there are more cautions to examine, but for the sake of time let's look at the areas where we still have managed to maintain autonomy.

We have not found it necessary to employ a District Coordinator for the direction of Community Services in our District.

The location and the community we serve has allowed us to remain autonomous.

The image we portray in our publications has yet again allowed us to be individual. I have prepared several packets for you if you wish to pick one up. They give you examples of types of brochures and programs we use to send our message out. Some of you might find we lifted some of your own ideas, but let's not re-invent the wheel.

Another example of El Centro's autonomy within our district is shown in the total over-all budget picture.

These few areas we have been able to preserve; however, we do see some restraints and controls on the horizon we must be aware of and seek to work through if we are to retain autonomy in our academic process.

As of now, we do possess a very free hand in program development. We have received some national publicity on a program that to some seemed non-professional, this one being our Handicapping Horses course. Unknown to many is the fact that we filled three sections of fifty persons each and still have a large waiting list. Our district approved this course. But because of the criticism we received, we have decided to not offer it again.

But still, all and all, we seem to retain this academic freedom. Where one of our controls and standardization seems to come is through a proposed state plan on funding. We are not financially supported as the State of California is and at present must be self-supporting in our divisions. This state funding package must be looked at very carefully. Otherwise we may find the mold being made and then us having to fit into it.

Another problem is the district request to uniform our registration procedures such as on-line registration, adds and drops, refunds, etc. Even though we need organizat ion, I caution any continuing education administrator to look carefully at organization just for organization's sake. It can decrease autonomy. Standardization always seems to accomplish this.

Is autonomy defined as an image, a profile as well as freedom to move, create and adjust quickly to your community's needs? I feel it is just that. However, traditional institutions have been slow to realize the potential of continuing education and to make necessary readjustments to offer and reap the benefits of a movement of rapidly accelerating momentum. We are popular, flexible, fun, intent to please and above all, an integral part of the educational scene. Since we are different than credit, since we have no curriculum straight-jacket, we are autonomous. At least autonomous from college transfer credit programs. We cannot sit back. We must be separate, but together with the pulse of business, industry, associations, professions and still yet, the man on the street. I do not believe that academic freedom and process will ever lose its autonomy. However, only time and the damn computer can tell.

MANAGING COMMUNITY SERVICES IN THE MULTI-CAMPUS DISTRICT

Ray Johnson

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Los Angeles Community College District

Address Delivered March 3, 1976
National Conference
California Community Colleges Community Services Association
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MANAGING COMMUNITY SERVICES IN THE MULTI-CAMPUS DISTRICT

As the chairman of this panel and his colleagues Jensen and Hansen pointed out in 1969, the twenty-first century ideal of a two-year college being within commuting distance of home for every person is coming close to being realized in several states. This has happened because of the rapid increase in the number of two-year colleges, many of which, particularly in urban areas, are large multi-campus college districts. While the growth in legal governance and administrative operation in a multi-institutional mode has been occurring, two-year colleges have been placing increasing emphasis on providing a wide range of community services. While these two elements are not necessarily in opposition, administration of a multi-institutional system generates a tendency towards greater centralization of effort, whereas the activities and programs offered as community services reflect a concern more directed toward decentralization of effort. The presence of these two elements poses a challenge in maintaining the delicate balance between optimum use of District resources and enabling individual campuses to be responsive to local community needs.

While it may not be entirely appropriate to pose the situation as the District versus the campus, in a large multi-institutional community college district viewpoints will differ for those who are on the firing line and those who are in the rear echelon at District headquarters. Interaction between members of a community who are the consumers of community services programs and staff of the local college will be at a high level, whereas interaction at the more distant district level will be much lower.

In a large district there are natural population centers which may differ by average age, annual income, level of education, and ethnic and

cultural background. Awareness of the special needs and interests of these population centers will be based on frequent and direct contact between local college personnel and community representatives. As a result, priorities developed in consultation with local constituencies will reflect rather immediate and specific needs--sometimes, even urgent and dire community needs. While I do not want to imply that district staff may be less sensitive to personal and community needs, priorities at this level will tend to be based on long range goals that are less immediate and based on information that considers competing needs of other population centers in the district. The degree of concern with the qualities of uniformity and coordination will be high at the district level as compared to that of the local college staff, which is more concerned with the campus autonomy and the individuality of their program offerings.

I suggest that there are at least these two overriding goals to be achieved by the district administration of a multi-campus system.

1. To provide effective district management of programs and services.
2. To provide the conditions that contribute to local institutional vitality.

In looking at the relationships between the district office and the individual college campuses, it's important to recognize certain basic features. First, it is the District that is the legal entity, it is "the corporate person" that can own property, hire staff, and enter into legal contracts. Second, the district is the public taxing authority and, third, it is the district that authorizes the disbursement of funds for goods and services received.

In fulfilling its management role of community services, the District offices can provide the following functions:

1. Coordination and arbitration
2. Information exchange
3. Fiscal management
4. College services in business and legal matters
5. Program assistance and evaluation
6. Program interpretation to the governing board.

In addition, the central office can provide liaison with other local educational and governmental agencies, as well as with State and federal agencies.

Now let me briefly turn to the structure used in the Los Angeles Community College District for the organization and management of the community services function. To describe briefly the features of this district, it's approximately 822 square miles in size, serves a population of about four million persons, and includes nine community colleges serving widely varying population groups.

These nine colleges are administered by presidents who report directly to the Chancellor, who is chief administrative officer of the district. Thus, the college presidents serve in a line capacity to the Chancellor and all district personnel relate to local college personnel in a staff relationship. The Vice-Chancellor of Educational Planning and Development is the highest ranking officer with responsibilities related to community services, and his position is on the same level as a college president. Both the Vice-Chancellor and the college presidents are members of the Chancellor's cabinet which meets bi-weekly to provide top-level coordination of district affairs. There is a District Director of Community Services, who is assigned at the same level as a college dean.

The District Director of Community Services serves as chairman of the Districtwide Community Services Committee, which meets at least monthly. Composed of all Community Services Officers in the colleges, this districtwide council is the vehicle for providing leadership and coordination of community services within the District by performing these functions on a districtwide basis.

1. Initiates policy recommendations regarding all community services activities.
2. Delineates service areas in which colleges are to offer programs and services.
3. Identifies common needs and problems requiring district action.
4. Coordinates implementation of cooperatively sponsored programs.
5. Operates as a clearing house of information exchange.
6. Serves as an information resource to the Chancellor and the governing board.

Now, what are some of the administrative problems perceived in attempting to provide the coordination of programs and services offered and respect the autonomy of the local operating colleges?

1. Identifying and assigning service areas to each of the colleges. (Those of you especially interested in more specific information about determining college service areas may want to attend the workshop on Thursday at 1:30 p.m. dealing with Reaching the Community, when Dr. Arthur Cherdack, Director of Research and Analysis of the Los Angeles Community College District, will report on the "geosystems" technique developed to provide information on college service areas by census tracts.)
2. Identifying and resolving unnecessary duplication of programs.

3. Regulating the phasing in of new programs to insure optimum resource utilization.
4. Minimizing variation in program practices so there is relatively equal opportunity to participate in comparable programs throughout the district.
5. Being responsive to the differences in priorities identified in local communities.

The Community Services Committee is the key management group in dealing with these probelms of District coordination and campus autonomy. These are the line officers involved in program development and operation. Their meeting on a regular basis provides a forum for discussing and resolving issues related to common problems arising from competitive efforts.

In addition to the on-going coordination provided by the District-wide Committee, long-range planning in community services is an integral part of the total Educational Master Plan of the District. Thus, the colleges develop an individual master plan that includes program development, resource allocation, and personnel needs on a long range basis. The Educational Master Plan then becomes a basis for preparing the Annual Budget, which in the case of Community Services is prepared on a program budget basis. This long range planning is helpful in coordinating the phasing in of new programs and in being alerted to possible duplication of programs.

In our efforts in the Los Angeles Community College District to reach that stage where according to Dr. Kinzer, et al, the District must be "united in purpose and basic principle," the following are key elements of community services management.

1. There is appropriate delegation of authority and responsibility for effective management of local programs.

2. Channels of communication between both line and staff personnel are clear.
3. Opportunities are provided for meaningful personal interaction among Community Services administrative staff.
4. Effective coordinating mechanisms involving personnel in leadership positions in Community Services are operating.
5. There is recognition that the District will support a diversified but unified network of community services among the various service areas of the District.

Certainly my intent is not to leave you with the impression that the inherent problems between local campus autonomy and districtwide regulation and coordination have all been solved. Indeed, there continue to be moments of frustration and chagrin at both the District and college levels--and, to maintain that delicate balance between District coordination and local autonomy, maybe that's the way it ought to be.

COASTLINE: COMMUNITY COLLEGE BEYOND WALLS

BY

BERNARD J. LUSKIN
PRESIDENT

Coastline Community College was officially established in February of 1976 and opens in September of this year with more than 20,000 students. Coastline's mandate is that individuals shall have the opportunity for appropriate quality education to the limits of their potential and that access to diverse educational opportunities shall be available to all adults who are interested.

The true "campus" of Coastline is an 88-square mile portion of Orange County, California, which encompasses the six cities it has been created to serve. Having no physical campus, the community serves as the campus of Coastline Community College.

Day and evening classes and learning centers will be open to students this fall in more than 100 locations including schools, libraries, offices, banks, factories, commercial establishments, and churches. Already averaging more than one site per square mile, these learning centers will eventually number about 300.

Coastline's faculty, mainly teaching on a part-time basis, has been attracted from other campuses in the area. The college leans heavily upon the abilities and knowledge of professionals, skilled craftsmen, and business, civic and government leaders in the community who are willing to share their special expertise with Coastline students.

Coastline's programs are open to anyone over the age of 18 residing in the district who desires to enhance his or her intellectual, vocational, or recreational potential, regardless of economic situation or previous

educational experience. Coastline will particularly strive to meet the needs of students who are motivationally or academically different; those who have problems related to access or transportation; those who have special needs arising from handicaps, from retirement situations, or from situations related to jobs; and those who simply choose for their own reasons to attend courses not limited to a campus setting.

Students may contract to complete work for the Associate in Arts degree; they may elect to satisfy requirements for transfer to a four-year institution of higher learning; they may join the programs to sharpen and refresh job skills or learn new ones; or they may simply participate for personal enrichment and recreation. A special "emeritus institute" provides a number of offerings of interest to older citizens and allows them to participate in all college functions without charge.

Full counseling, financial aid resources, and guidance support for students will strengthen Coastline's programs, along with multiple learning resources that include sharing library facilities in neighborhood communities as well as the wide variety of facilities available on the campuses of the district's other two colleges.

Community services including non-credit, recreational, and cultural programs are available in the community.

Coastline will make effective use of newspapers, radio, television, and independent learning systems, cooperative education, and on-the-job training. The Discover System, a new and unusual computer-based guidance program will be employed as well as a new student ACCESS system being developed by the ACCESS Corporation in cooperation with the Goldmark Communications Corporation. Extensive use is being made of broadcast courses for college credit developed by Coastline Community College in cooperation with the district-owned PBS

television station, KOCE-TV (Channel 50). This fall more than 6,000 students are expected to enroll in these broadcast courses.

In addition, Coastline is coordinating community colleges nationwide this fall in a bicentennial course, The Adams Chronicles. Next spring Coastline will coordinate Classic Theatre, and in the fall of 1977 it will coordinate The Age of Uncertainty in community colleges nationwide.

Coastline employs a decentralized structure in which individual area directors are developing programs specially suited to the four general areas into which the district has been divided. These directors also are developing programs related to women, home and family living, public policy and public issues, and much more. A community advisory committee functions to facilitate communications and guide the college in remaining responsive to the community.

In summary, Coastline is committed to providing lifelong learning choices to all citizens within their own community and to making access to these opportunities convenient. Coastline strives to be responsive to changing community needs; encourages community participation; and makes full, cooperative use of educational, industrial, commercial, institutional, and civic facilities in the community.

No single kind of institution limited to a campus can adequately serve all the needs of the students who are on education's doorstep today. In addition to high school graduates, many students are now older and are often part-time. They have need for the liberal arts, the sciences, personal enrichment, and the skills that will earn them better job pay or enable them to change careers. People need ability and knowledge to cope with decisions and rapidly changing life situations. To build a physical campus to accommodate the increase expected in these students within the next few years would have cost the Coast District about 60 million dollars in extra taxes. This capital

investment will be saved. Instead, convenience and diversity of opportunity will be achieved. Learning systems which deploy new technological advances and developments in learning psychology will be available.

Only a college founded on a concept expansive enough to go beyond stereotypes; which puts new ideas, places, opportunities, equipment, and technologies to use may hope to offer community-based lifetime learning with the diversity and convenience necessary to serve the needs of all those who are interested. It is from this dream that the Coastline reality is emerging.

INVOLVING THE FACULTY IN PLANNING AND CARRYING OUT OF COMMUNITY SERVICES

by

George B. Vaughan

In setting the stage for what I will present, I thought it appropriate to extract some thoughts from a document that greatly influenced the development of the public community college in America. The document, regarding education offered to students other than recent high school graduates, makes the point that this aspect of higher education "is pushed aside as something extraneous to the real business" of the college. "It takes place outside regular college hours . . . ." It is usually considered extra duties which faculty members "add to their regular teaching load in order to supplement their inadequate incomes. In this frame of mind, many [faculty members] candidly get by with as little expenditure of energy as possible. It should be the duty of the English faculty or the physics faculty, for instance, to teach English or physics not just to those who come to the campus, but to everyone in the community . . . who want to learn or can be persuaded to want to learn, English or physics."

The institution "must cease to be campus-bound. It must take the . . . college to the people wherever they are to be found and by every available and effective means for the communication of ideas and the stimulation of intellectual curiosity. It must not hold itself above using all the arts of persuasion to attract consumers for the services it offers." ("Establishing the Goals," A Report of the President's Commission on Higher Education for Democracy, I, p. 97, 1948.)

I am not suggesting that the above accurately depicts the scene in community services today; however, I think it has something of merit to say to us regarding involving the faculty in the planning and carrying out of community services. I also think it is relevant to what I want to share with you today, even though it was written by the President's Commission on Higher Education almost thirty years ago.

Recognizing that all of you probably have your own definitions of community services, I shall, for the purpose of this presentation, limit myself to organized activities offered by the college other than the courses offered specifically to meet the requirements of published programs. This will include continuing education under the umbrella of community services. This view of community services may rankle those of you who see community services as singing in the church choir, coaching little league baseball, serving on the board of the local Kiwanis club, or any number of things which faculty members do in the community. In my opinion, these activities on the part of faculty members are simply activities performed by community members who just happen to be employed by the local community college.

Using the framework presented above, I will suggest some ways I feel full-time faculty members can and should become involved in community services. But first, what are some of the things a college should consider in planning a comprehensive program of community services? The first two points are perhaps obvious ones: the college should have a commitment to community services on the part of the faculty, the board, and the administration. Secondly, the college should make every effort to know its community. The next points, and the ones I will address, deal directly with the theme of the forum: involving the faculty in community services. In order for the community college to do this, I believe it must have some practical way of involving faculty members on a regular basis and in a planned way. Secondly, community services should be linked to the faculty member's evaluation, performance, professional development and philosophy in such a way that community services will be brought into the mainstream of what is happening at the college.

Historically, community colleges have roughly divided their administrative structure into broad categories dealing with finance, instruction, and student services. In recent years community services have come to the forefront. But, in my opinion, we have failed to involve substantially the full-time faculty member in community services and therefore have failed to bring about the vital linkage needed to bring community services into the mainstream of what is happening on many campuses. Consequently, we have failed to bring the regular teaching faculty into the mainstream of community services. But why have community services often failed to reach their full potential, especially in the smaller rural community colleges?

First, community services have never received adequate financing from state legislatures or from many colleges; secondly, community services have never adequately involved the full-time faculty and therefore some colleges tend to operate this function almost as an adjunct to the regular instructional program. (I have observed this even in instances where the number of credit-producing students in the community services program outnumber those in the regular instructional programs.) It is my opinion that a major step forward can be taken in solving both of the above problems--a lack of adequate financing and involvement of the regular teaching faculty--if a portion of each faculty member's time is devoted to community services. This could be accomplished as follows:

Assume that a full-time teaching load for the regular faculty member is fifteen credit hours. If roughly one-fifth of the faculty member's time (measured either in credit hours, CEU's, or through some other appropriate method) were allocated to community services, the college would then be assured of having qualified personnel to teach in the community services division and would have adequate financing for a good portion of community services since faculty members on the regular payroll would be involved in providing these services. This plan might work as follows:

--The community services division identifies the courses to be offered through its division for a given term. This information is made known to the instructional division, which in turn assigns a faculty member (based on the one-fifth commitment) to teach as many of the identified courses as feasible.

--Concurrently with the above, the community services division publishes the needs it has identified and the faculty members can volunteer, through the instructional divisions, to teach the course which interests them most. Incidentally, the faculty should be encouraged to identify needs which might be met through community services. This encourages faculty members to combine personal interests and expertise with community interests and to fulfill these interests through community services.

--All courses and programs falling under the community services umbrella are evaluated. However, the regular faculty members will be evaluated through their instructional divisions and not through the office of community services. This assures that the faculty is not frustrated through "serving two masters" and yet assures that community services offerings are evaluated and that this evaluation is a part of the faculty member's total professional evaluation. The community services division evaluates the performance of part-time faculty members.

--A community services advisory committee is useful in helping to plan and evaluate the community services offering. This advisory committee should consist of students, faculty members (who now have a feel for community services and who can make significant contributions in this area), administrators, and individuals not employed by the college.

--Finally, you have a much closer liaison between community services and the instructional divisions. Each now has a vested interest in what the other is doing or failing to do.

While the above plan seems to be a viable alternative to some of the approaches used today in regard to involving the faculty in community services, it does have some obvious disadvantages. The biggest disadvantage, as I see it, is that if one-fifth of a faculty member's time is allocated to community services, the slack left by this allocation must be taken up by someone else. I feel that this slack can be taken up by part-time faculty members who are often the same ones who normally teach the community services courses. In fact, there are several advantages that can result from using part-time faculty to teach the students in the regular institutional programs. Some of the advantages are as follows:

--The part-time faculty members are now teaching a "regular" course. Ideally, they should be using the course of study, goals, and objectives established for the course by the college. While this in no way negates the value of bringing new views, new methods, and a new personality into the college community, it will help insure that the part-time faculty member is more closely aligned with the college and its objectives.

--Thus, the part-time faculty member, teaching in the regular instructional program and being more closely aligned with the college, would hopefully become a stronger supporter of the total college program.

--The full-time student is exposed to the banker, attorney, or someone else who in his mind is not as directly associated

with the college. The views of the "outsider" should be valuable to the students who normally hear only the views of the regular faculty.

Conversely, advantages should accure for the regular faculty members. Some might be as follows:

--The regular faculty member is provided an excellent avenue for getting to know the community through teaching the adult members of the community.

--Regular faculty members, through dealing with a group of students made up of people other than the recent high school graduate, are encountering that segment of society which may well constitute the major source of community college students in the future.

I have attempted to present a practical way of involving faculty members in community services while at the same time presenting a view of community services as an integral part of the total thrust of the comprehensive community college. Obviously this approach is not feasible to the same degree at all institutions. Further, for various reasons it might not be desirable for all faculty members to be equally involved in community services. However, if community services are to occupy a central place in the community college of the future, I believe some way must be found to involve the regular faculty in this function. Hopefully, I have provided some food for thought and perhaps a framework within which some of you may work in order to involve the faculty more fully in the planning and carrying out of community services.

REACHING THE RURAL COMMUNITY THROUGH COMMUNITY SERVICES

by

George B. Vaughan

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Anytime I am asked to speak on community services I am reminded of the advice the British Government gives to its foreign officers. They are told never to tell lies; never to tell the whole truth; and never miss a chance to go to the bathroom. With that advice in mind, I will share with you some of the things I feel are important in reaching the rural community through community services.

Historically, the role assigned to community colleges in the United States has been to serve the people within a given locality. This is being done in a number of ways, the most obvious being the offering of a number of credit and non-credit programs and courses. For a number of years the three major divisions within the rural community colleges have been the financial services division, the instructional division, and the student services division. In many rural community colleges, an emerging and often ill-defined fourth function has made its way to the forefront of the community college philosophy. This emerging function--and the one that may well prove to be the

single most important function in the rural college in regard to reaching the rural community--is community services.

In rural areas, community services come in many forms. Often there is no YMCA to offer such courses as belly dancing, sewing and any number of "hobby" type courses; often, there are no professional organizations such as the National Secretaries Association to offer courses and programs for upgrading the skills of working secretaries; and, in fact, there is often a void in the rural areas in providing cultural programs, places to hold meetings, recreational facilities, and any number of resources that are readily available in urban and suburban areas. Yet many rural community colleges are also lacking in resources and therefore cannot fill the total void that exists in regard to meeting the needs of rural America. However, the rural community college can do many things to help fill the many voids that exist in rural America, and the vehicle best suited to filling these voids is the college's community services division. The following suggests some ways the rural community college can reach its community through community services.

First, and this may well determine whether the rural community college is successful in reaching the rural community, the college should determine what it <u>can</u> and <u>should</u> be doing in regard to community services. Even community colleges located in the most rural of settings are now aware of the fact that they cannot be all things to all people. Learning to say <u>no</u> can be a major step forward in developing a meaningful and viable community services program in rural America.

In deciding what the college can and cannot do (or should and should not do), it is important for the college to identify what it means by community services. For my purposes here today, I am defining community services as those courses and organized activities offered by the college other than courses offered specifically to meet the requirements of published curriculums. I realize that many of you may reject this definition as being incomplete, but I feel it is adequate. In this vein, I would encourage you to define what you mean by community services and build your program around your definition.

Before moving into the points I wish to make, Dr. Bender suggested that each of us say a few words about one approach we have used to reach the community through one of our community services outreach programs. At MECC we work with a consortium that has five buses equipped to offer instruction either while in transit or in a stationary position. We have been able to utilize them in a stationary position where adequate classroom space and equipment is not available. Each bus contains thirty-two student stations, equipped for individual or group discussion--individual desks, earphones, etc. Each bus has 16mm and 8mm projectors, cassette players at each station or one for group instruction, etc. They are well equipped learning labs on wheels. We have used the buses to teach secretaries on their lunch break such things as shorthand and business English, and we have taken the buses to the coal miners for the purpose of teaching the miners basic English and mine supervision. They have been used to offer diabetes clinics to the elderly and income tax assistance to the community-at-large. This approach has been fairly successful and represents one method of taking community services to the students wherever they are.

In my opinion, a rural community college should recognize the assets and liabilities of the area it serves. For example, if the area has a strong heritage built around some tradition, the college should utilize this heritage in its community services program. For example, at Mountain Empire we have examined the role that traditional crafts (weaving, woodworking, and such) have played in the development of the area and the nation. In this examination, we discovered that many people still practice the crafts of their ancestors, but only in isolated instances. In fact, many young people have never witnessed many things that were necessary for survival in the past such as soap making, quilting, and working with wood in order to create necessary items such as shake shingles. On the other hand, many of the older people are interested in preserving the traditional crafts and therefore are willing to participate in a full day of craft demonstrations which show and teach at the same time. The result has been an annual event we call "Home Crafts Day." In its third year it attracted some 3500 local people. Many of these people are people who would have under no circumstance set foot on our campus, but who now feel that at least once a year, MECC is their community college. (A fringe benefit is that many children and grandchildren have heard about MECC who otherwise might not have heard.) I believe most rural areas have traditions that can and should be considered when planning the community college's community services program.

Another example of drawing on the heritage of the area is identifying the basic values of the people. For example, in many rural areas, family ties are still strong. With this in mind,

a good approach in rural America is to build programs that appeal to the entire family. At MECC we have designated three nights a week as "Family College Nights." Classes are offered (both credit and non-credit) for children as young as 8 and adults as old as 80. Off-and-on, as the situation demands and finances allow, the college has offered babysitting, bus transportation, and family counseling to encourage the tradition of family education. (And remember the family that stays together pays together!) An obvious future benefit of this approach is that you are exposing people to the community college at a young age. The family approach to education can change the minds of a number of those who before had felt that they were not going to college and can make lifelong learning take on new meaning for rural families.

Recognizing that many of us have "surveyed" our service area beyond belief, I would like to suggest that perhaps the community survey can be used as a means of reaching the rural community and at the same time provide us with information that will help in planning our programs. If you reject the sampling technique and choose to use the community survey as a means of reaching the rural community in a manner that gets the college into many homes where it otherwise might not go and at the same time ask <u>individuals</u> what they think, the following approach might be considered. Develop a survey that best suits your needs. Next assign the survey to a member of your faculty or administration. This person should be familiar with surveying techniques. Next, the person contacts the local high schools and hopefully obtains permission to work with the high school government and history classes. If the instructors approve, and most will,

the person in charge of the survey spends two class periods with all members of the class, discussing how to approach the survey, what you want to find out and what they should do with the results. Then each member of the class is given a number of surveys and assigned this number of his neighbors to survey. This has the obvious advantage of having the neighbor next door asking the questions rather than a stranger. The fringe benefit is that every high school student knows about the college and in a very small sense, has a vested interest in it.

It is my belief that there is a real danger in the community colleges in rural areas over extending themselves. We must learn to say no. For example, we have had a number of very worthy organizations wanting us to do printing for them. We tried in the beginning to be helpful. But, we opened a "Pandora's Box" that had to be shut very quickly. In another vein, you should be cautious regarding just how many "referrals" you take from agencies such as correctional agencies, welfare agencies, and various other groups whose business is rehabilitation and not education. I <u>am not</u> implying we should not work with them--we should. In fact, the lower socio-economic groups must be one of our major target groups. But in our effort to provide education for all, we must simply realize we cannot use our limited resources in attempting to "save" one or two people who often cannot profit from what we have to offer.

For years, the rural communities have looked to the business and professional leaders to provide leadership. While this leadership has often been found inadequate, it nevertheless has been all that has been available. In fact, many community

leaders were involved in "community services" long before many community colleges came to rural America. At times, we tend to view the business leadership as something that has created many of the social and economic ills in rural America. And I for one realize that a strong case can be made for this in some areas. But, nevertheless, we need to work with business leaders instead of ignoring them. After all, they make up our boards and our advisory committees. But in spite of this, many business leaders are never tied directly to the thrust of the college. I have some thoughts regarding this situation. Incidentally, as of this date, we at MECC have not been able to put my thoughts into action. But anyway, I feel they are worth sharing with you. Question: How many business leaders actually take courses at the college? (Very few.) Question: What do almost all business leaders in rural America have in common? (They all belong to a service club, Kiwanis, Lions, Rotary, Ruritan, etc.) Question: How can the rural community college use this knowledge to its advantage? (Offer a course entitled "You and Your Community." Offer it during the time in which the service clubs meet. Sign up all members and use members of the service club to teach certain sections. Limit your class to 25 minutes--the normal time a program runs--offer it for approximately 20 weeks if you are on a quarter system and give one hour's credit for the course.) This course should do much to help the business leaders to understand better their own community and its problems and to see the community college as an asset in solving those problems. And the community college has given this segment of society something rather than asking them for something.

The catalytic function is an important one the rural community college can and in my opinion should play. I feel it is vitally important for the community college to "get in and get out" of various things. For example, the college can sponsor seminars for working secretaries, but should involve the National Secretaries Association or some other professional organization in the seminars. If the seminars are effective, an organization for professional secretaries should result under the sponsorship of their professional organization and not the college. Another example might be in the realm of developing an organization for professional managers. Recently, the college where I work called an organizational meeting for all persons interested in management. I personally served as acting president of the organization for the first 90 days. At the end of that time--what had become the Southwest Virginia Management Association--was a functioning organization with 35 paid members. This "spin off" effect can be an extremely important community services function in rural areas that do not have such organizations as the NSA and professional management organizations. But in my opinion the key is for the college to serve as the catalyst and not as the sponsoring organization.

Finally, rural community colleges as well as all community colleges must realize that community services is now the community college's "fourth estate" and therefore allocate financial and physical resources for this function in the proportion they are allocated for student services, finance, and regular instruction. But this is another story and one I shall attempt to address in the forum on involving the faculty in community services.

COLLEGE/URBAN INTERFACE

Case for Developing a Directory of Urban-Related Activities of Urban Colleges & Universities

by

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(What is the nature of the crisis faced by American cities today? Do urban colleges and universities have a role to play in helping solve these crises? Have colleges and universities made the communities aware of the interaction between "town" and "gown" as they interface with other sub-systems of metropolitan areas?)

The crisis of American cities in the '70's is dramatically different from the turbulence of the urban crisis of the '60's. Today's urban crisis is symbolized by the near-bankruptucy of New York City rather than the race riots of Watts. Our cities face serious financial deficits; boarded-up store windows stare blankly across unkempt sidewalks. Sagging spirits of the "hold-outs" among the merchants look to the affluent and influential suburban ring with resentment, envy and sadness. Ultimately, those who occupy the suburbs, both the residents and the businessmen, must come to the realization that without a vital, healthy central city, the entire metropolitan area suffers.

Colleges and universities located in urban areas have a special mission to perform in urban revitalization. Current trends in enrollment patterns in institutions of higher education make this mission an especially timely subject for those concerned with the revitalization of urban areas. Available space in central cities must serve a diversity of people and uses that are mutually supportive, both economically and socially. Urban colleges and universities can serve as a key focal point for achieving this diversity. By their very nature as educational institutions, urban colleges and universities assure mixed

primary use of space in central cities. If an urban district is to be a safe, convenient, vital and alive area, it must insure the presence of people who go outdoors on different schedules for different reasons, but who are able to use many facilities in common, according to Jacobs in the Life and Death of Great American Cities.[1] The time has come for institutions of higher education serving urban areas to make their own impact statements to urban planners by clearly stating the extent of the college urban interface. One of the ways in which this can be communicated to the decision makers of an urban area is by developing the directory of urban related activities of the college or university, and by the publication of a newsletter devoted to the interaction between the institution and the community.

Most urban colleges have not agressively informed the public of the totality of their college/urban interface. Because of the compartmentalization of the way people live, few individuals, even in the urban college itself, know the corporate citizenship role the college plays. An aware and involved urban college is a kaleidscope of working/studying/living in a community-related context.

The concentration of high rise office buildings in the central business district means that after 5:00 o'clock they become "deserts of lifeliness." Picture, if you will, the change that is stimulated in the scene by an inner-city college in that same district. A steady flow of thousands of adult students of all ages pass through the district as they engage in academic, social and cultural activities from 8:00 a.m. until 10:00 p.m. or later. The presence of these students each of whom has other community contacts, has a multiplying effect on humanizing a central city. They may be full-time students taking a full program, employees from a near-by office up-grading skills, a housewife taking a course for mental stimulation, a retiree--regardless, these students bring to the central city a sense of excitement and adventure. The community is their classroom. From the

recent high school graduate to the banker taking a refresher course in business law, college students share a sense of growth and development, a real community asset in its cumulative results.

In the few short years since its beginning the activities of J. Sargeant Reynolds Community College have meshed so completely with other groups in the metropolitan area that it blends naturally into the urban scene. The extent of the college/urban interface is documented in the college's Directory of Urban-Related Activities (DURA). This directory catalogs the college's involvement in a complex urban community and could provide an urban interface model for other urban institutions of higher education. An inventory of this type sensitizes the institutional community to the extent of the college's involvement in urban affairs and relates to the entire range of urban problems: the disadvantages, race relations, education, housing, employment, health services, legal services, law enforcement, city management, urban planning and design, transportation, ecology, and preparation of students for urban occupations and for urban living.[2]

Opening in 1972 as a store-front college in a converted six-story downtown furniture store, J. Sargeant Reynolds Community College used its central city location as an operations base. Even before accepting its first freshman class, the college, through its continuing education division, was working with the metropolitan area public schools, training cafeteria workers. It also developed programs with and for Model Cities, RCAP (the community action agency), and a career motivation program for minority youth in public schools. The Central Richmond Association worked very closely with the college board and administrative staff in selection of the site of the permanent inner-city campus to give new life to one of the nation's first urban renewal projects. Through its academic divisions, the college has in turn worked with the Central Richmond Association's

Marketing Committee to develop a profile of the 60,000 persons who work in the central business district.

Since the college had no facilities of its own prior to obtaining the furniture store, facilities of other urban agencies and institutions had to be used. This resulted in the development of an unique relationship between an institution of higher education and its urban community from the beginning. In its report, The Campus and the City,[3] the Carnegie Commission recommends three major roles for colleges and universities to play in their relationships with the cities and their residents--as educator, as expert, and as major participant in the life of the city.

As a working definition, the urban crisis might be defined as "those educational, employment, financial, health and other problems which plague humanity and are critically compounded when large numbers of people live and work in limited space." These conditions are particularly evident in older cities like Richmond, originally built around an inner urban "downtown" core, which have experienced a flight of the middle-class businesses and residents to the suburbs. Because of the eroding tax base of central cities and their interdependence with the affluent suburban ring, the complex problems of our metropolitan areas have continuous,serious national implications. Revenues have difficulty keeping pace with public service demands for transportation, police, and fire protection, access routes, and parking facilities. These problems cannot be solved by the central city alone. City/county governmental structures in Virginia and many other states impede cooperative solutions across jurisdictional lines. Local interested businessmen are less often represented on city councils. For these reasons, among others, the words urban and metropolitan are becoming synonymous.

Foundations, federal and local governments, and community and political leaders have encouraged institutions of higher education to become involved in helping find solutions to urban/metropolitan problems. Realizing that the college is only one resource in solving urban problems, it still has a significant role to play when it casts its lot with its surrounding community. Pastoral ivory towers are toppling in favor of store-front learning centers, and community-based institutions.

The mechanism does not generally exists in the discrete governmental jurisdictions for regional solutions to urban problems. However, many metropolitan colleges are by law regional institutions. These institutions have a special responsibility to establish an urban interface which can bring the total institutional resources to bear upon revitalizing the life of the city. At the present time, 69 percent of the nation's population lives in metropolitan areas. Population growth in metropolitan areas now absorb 97 percent of our total population increases.[4] Institutions of higher education located in cities must confront the urban crisis in their planning, and define their role in solving some of our most serious social and physical problems.

The Campus and the City[5] makes a case for city colleges and universities to concentrate on that which they are most capable of doing in response to urban needs; that is, teaching and research. Further, the report suggests that until colleges are funded differently and better, they should leave non-educational social services to those institutions specifically designed to deliver those services. Urban colleges are challenged to focus on providing direct and indirect support to other institutions of our society in the form of specific educational and research programs, formal and informal.

A study completed by Dr. George Nash[6] in 1969, entitled The University and the City noted that those colleges scoring high on a list of nineteen factors related to the urban crisis were likely to:

1. Have appointed administrators to deal with urban community and minority problems;
2. Have an urban center;
3. Have adopted as a goal the idea of increasing the number of black faculty and administrators, and
4. Have compiled an inventory of what the institution is already doing.

In Richmond, the focal point for the coordination and continued development of the community college's partnership with the metropolitan community came in the third year of the college's existence--with the creation of the Center for Community Development, whose chief administrator is the dean for community development. The Center, when fully developed, will have equal status in the college's organizational structure with the three campuses. The dean will have external coordinating duties similar to the internal coordinating role of the dean for instructional services on the college's central staff. The dean for community development, like the campus provosts, reports directly to the college president, and is primarily involved in the strategic development of the college's urban involvement. Edmund Gleazer, president of the American Association of Community and Junior Colleges, called for such a position to keep community colleges on the cutting edge of community involvement, which he referred to as a vice-president for community assessment.[7]

The general lack of awareness of the extend of J. Sargeant Reynolds Community College's interface with the Richmond metropolitan community led to the publication of DURA (Directory of Urban-Related Activities). Prior to the publication of DURA,

few persons, either inside the college or in the community, had realized the impact the college had on the urban scene. Many aspects of the college have responded to urban problems: objectives, governance, recruitment, admissions, financial aid, counseling, placement, student activities, remedial studies, employment and community relations.

As an example of the urban/college interface, the initial directory named over 80 groups with whom specific instructional relationships exist. DURA listings include such diversity as Seminars in Self-Protection for Women, to Urban Hydrology, to the Richmond Center for the Deaf, to the "College Now" program with public schools.

The most important function of the activities included in DURA is not the activities themselves, but the contribution the community college makes toward solving community problems while extending educational opportunities. Such a directory of past and present activities, continuously updated, serves many functions, including:

1. Providing a readily available tool to communicate to individuals, groups, or the community at large the college's involvement in the urban community;
2. Providing a vehicle whereby the college can continuously evaluate its urban interface;
3. Providing a graphic account, past and present, of urban activities for the college and community to inspire new ideas on the way the college can become involved in the problems of the city;
3. Providing a device to heighten the awareness of administrators and faculty members of the scope of urban-related activities underway in various parts of the institution.

DURA, maintained in loose-leaf form throughout the college, consists of a foreword, an open-ended table of contents, a chronological listing of Urban-Related Activities to provide continuous documentation. Up-date is achieved through a monthly newsletter highlighting College/Urban Interface activities. Activity

descriptions give the essence of the activity, the target group and number served, cooperating groups, and the key college contact person. For an activity to be placed in the directory, it must be measured against the following standards by a college-community committee:

1. The activity must respond to problems identified with the urban crisis, i.e., health, energy, education, employment, physical development, cultural renewal, community development, minorities, housing, ecology.
2. The activity must be consistent with the college's goals and objectives and reflect the philosophy of a teaching/learning institution.
3. The activity must be within the economic resources of the college, or if funded through some outside source, the withdrawal of funds should not leave a situation of raised expectations of a group of people that will result in disillusionment.
4. The activity generally must not simply be a "project" but must have a genuine relationship to the overall program of the college so that it can endure beyond the initial stage.

J. Sargeant Reynolds Community College has found that an in-depth inventory of total college involvement in urban-related problems can sensitize the entire college family to the need to be responsive to problems endemic to the urban crisis. Each of the campuses of the multi-campus institution identified what it can do best in interfacing with the urban crisis, and the Center for Community Development offers the administrative vehicle for coordination of total college efforts in urban-related activities. Within the first two years of its existance, the college has established firm working relationships with more than 305 different urban groups, agencies, and institutions, with more than 500 citizens representative of public and private enterprises working on advisory committees. The ripple effect created by such wide-spread college/urban involvement is continuously accelerating.

A cooperatively developed multi-institution directory including other colleges and universities serving the metropolitan area is the next logical step. The Capital Consortium on Higher Education has been identified as the appropriate vehicle for this step in developing such a directory. It could form the basis of common use of the metropolitan area's rich educational resources in urban settings, both by institutions themselves and the community at large. Moreover, this documentation of the college/urban interface is in itself an educational and economic impact statement on the revitalization of urban areas.

FOOTNOTES

[1]Jane Jacobs, The Life and Death of Great American Cities, Vintage Books, A Division of Random House: New York, 1961.

[2]Martin D. Jenkins, Guidelines for Institutional Self-Study of Involvement in Urban Affairs, Office of Urban Affairs, American Council on Education. Washington, D. C., 1971, p. 2.

[3]The Carnegie Commission on Higher Education, The Campus and the City, McGraw Hill: New York, 1972. p. vii.

[4]Jacobs, p. 218.

[5]The Campus and the City, p. 4.

[6]George Nash, The University and the City: Eight Cases of Involvement, a forthcoming report sponsored by The Carnegie Commission, referred to in The Campus and the City.

[7]Edmund Gleazer, "After the Boom...What Now for the Community Colleges?" Community and Junior College Journal, December/January 1974, p. 9-11.

COORDINATING WITH OTHER AGENCIES AND INSTITUTIONS IN THE COMMUNITY

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COORDINATING WITH OTHER AGENCIES AND INSTITUTIONS IN THE COMMUNITY

Community colleges across the United States are attempting to become more community based and are assuming more responsibility for and involvement in the on-going and continuous improvement of their communities. Unfortunately, this interest and commitment to the community has come at a time when inflation and economic recession are eating away at the college's resources and requiring the college to carefully evaluate its ability to expand its services to the community. At the time when many community colleges are on the brink of moving into their destined roles as agents for total community education and renewal, economics may be exerting pressure for these same colleges to retrench and revert to traditional types of education aimed at traditional types of students. Community college leaders are searching for ways to maximize their abilities to serve their communities with limited resources. The most effective community-based colleges will be those who are successful in these efforts. One way of amplifying the community colleges efforts at community education is to work through existing community agencies and organizations thereby tapping into the momentum of on-going community improvement activities.

MUTUALITY OF INTERESTS

The community college does not exist in a vacuum. It is part of a total community which includes many other groups, organizations, and agencies. Neither is the community college the only organization in the community with objectives and purposes related to community education. Most community organizations--whether business, civic, religious, governmental or special interest--consider it at least part of their mission to serve not only the specific needs of their constituencies but also in many instances the broader interest of the community at large. Their missions almost always include educational components such as making the client-constituency or the general public more knowledgeable about some topic, more aware of particular needs and concerns, or more skillful in solving particular problems. Hence in every community there is a multiplicity of community organizations and agencies involved in community education--organizations whose objectives include improving the quality of community life.

The heavy involvement on the part of community organizations in community education, while a great source of strength for community development and improvement, is also a potential source of weakness in that many organizations may be providing the same services independently to the same targeted constituencies. Moreover, many are not getting the job done or are not doing it well. Often there is needless overlapping of responsibilities, duplication of services, and waste in people's time, energy, talent, physical and financial resources. Then, too, many organizations and agencies often lack adequate facilities, personnel, leadership, finances, knowledge and expertise in program planning and development.

These efforts toward community improvement and education would undoubtedly be more effective if organizations pooled their resources. The community college and those community organizations where there is a mutuality of interests could cooperate and provide services which neither the college nor the organization could accomplish alone. Through a cooperative effort both could conserve physical and human resources while being more responsive, effective, and efficient

in meeting community needs. Such cooperative efforts would maximize the strengths and compensate for the weaknesses of both the college and the community organizations. Human and physical resources would be increased rather than wastefully duplicated. Valuable time to meet urgent and pressing needs would be gained. A symbiotic relationship could develop where the strengths of the college and various community organizations would mutually support and sustain one another. In the long term, the greatest beneficiary would be the community itself.

MUTUALITY OF BENEFITS

What, then, are the benefits accruing to the community college through joint cooperative ventures with community organizations? First, viable community organizations have intimate knowledge of the needs of one or more constituencies. They can help the college plan, develop, implement, and evaluate programs to serve these constituencies. Second, organizations have formal and informal channels of communication to their members and to their constituents. These channels provide the organization with a community base, an organizational structure, influential contacts, and an "in" with particular segments of the community that the community college may not have. Such channels of communication provide the college with a better perspective on the community and a means of conveying its mission as a community-based institution. Third, community organizations have ongoing programs and frequently have valuable assets such as a cadre of volunteer workers, leadership, facilities, and perhaps most important, a momentum of their own. Through joint ventures the college can "piggyback" on these assets and extend its services to the community. In short, many community organizations can provide the community college with a vehicle to improve its credibility and image as a community-based agency and provide services to many constituencies whose needs it could not meet alone.

Through cooperative ventures community organizations would benefit in many ways from association with the community college. First, there is the community college's understanding of the total community and its broad-based support in the community. Its broader perspective on the community which transcends those of many special interests will enable the college to assist organizations in community needs assessment. In cooperative joint ventures many community organizations would benefit from being identified with the image and prestige of the community college. Second, the community college has a more diffuse communications network than many community organizations. As such, the college can serve as a catalyst in making organizations aware of the particular needs of each other's client-constituencies and the total community's potential for meeting these needs. Moreover, the community college can serve as a contact or liaison in linking various community organizations in cooperative joint undertakings. Third, the community college has facilities, educational expertise, and a professional staff to assist community organizations in developing programs to meet the needs of their members. Some organizations might have to draw extensively on the college's facilities, personnel, and resources but lack the expertise and leadership in planning and establishing a program. Here the community college may serve as a vehicle for strengthening a particular organization--making it more community based--while indirectly serving the needs of its membership.

TYPES OF ORGANIZATIONS

The development of effective strategies and techniques for implementing joint ventures between the community college and community organizations will vary

greatly with the type of organization and agency involved and the nature of the relationship possible or desired.

For the purposes of analysis the multiplicity of community organizations can be divided into four general types. First, there are organizations such as businesses, professional groups, and labor unions, who are primarily motivated by economic interests in the form of profits, wages, savings, job improvement, and worker satisfaction. Second are civic and/or fraternal organizations who are primarily concerned with community improvement, philanthropic endeavors, and humanitarian activities. Third are governmental or quasi-governmental agencies grounded in legislation or statutory law. Examples here vary from state, county, and local governments to departments such as a public health department or school district. Finally, there are special interest organizations (religious, social, ethnic, cultural, political) who exist primarily to promote the idealogy and values of that organization or to benefit a particular constituency in some way. All organizations have in common a sense of mission or purpose, a need to educate their members and the public at large with regard to that mission, and human and physical resources limited by the organization's size, unity, financial strength, leadership and public support.

ASSESSING COMMUNITY ORGANIZATIONS

Before a community college enters into any working arrangement with a community organization, it is important to identify and assess the characteristics of the organization. Such an investigation should include at least the following areas of inquiry:

* The objectives of the organization - How are objectives prioritized? What are the hidden or latent objectives as opposed to the manifest or stated objectives? Are the objectives consistent with a commitment of resources?

* The nature and characteristics of the constituency - Does serving the targeted constituency fall within the purview or mission of the community college? Can it respond effectively in meeting the needs of the targeted constituency? Are bilateral arrangements preferable to unilateral arrangements?

* The effectiveness of the organization - What are the physical and human resources of the organization in terms of personnel, time, facilities, energy, expertise, facilities and money? How efficiently have they used their resources in the past? How much are they willing to commit to a joint venture? Is it an adequate commitment of resources?

* Leadership in the organization - What are the internal and external channels of communication? What feedback mechanisms are provided for informational inputs from the environment? What does feedback reflect about the adequacy of present organization functionality?

COOPERATIVE RELATIONSHIPS

The types of relationships, associations and modes of cooperation between the community college and a community organization range from casual contacts

to a complete merger. The type of relationship developed depends upon what is perceived as possible and desirable by the community college and the community organization. This is determined by the types of organizations involved, their missions and resources. Obviously both the community college and the organization must perceive a mutuality of interests and benefits for a viable association to persist.

There are two general categories of relationships between community colleges and community organizations--one essentially diplomatic and the other legal. Diplomatic arrangements include the process of inquiry and good offices and direct consultation. Inquiry and good offices are used when either the college or organization identifies and conveys information about the needs of a particular targeted constituency using its good offices to encourage the other to provide the needed services. This type of relationship in which only one party assumes direct responsibility for providing services is common when the college and an organization are in the process of establishing initial contacts. It is also a convenient arrangement for large organizations who wish to cooperate with a minimum level of responsibility and loss of autonomy.

Direct consultation occurs when the college or organization is formally asked to provide support in the form of advice and counsel over a definite period of time. These arrangements may be unilateral as when the college asks an organization to serve on an advisory committee or bilateral as when the college and an organization formally agree on the terms of a cooperative arrangement both assuming some direct responsibility for the success of a joint venture.

Legal arrangements go beyond inquiry and good offices and direct consultation in that they represent more formal transactions spelled out in a contract. Contractual arrangements are common when organizations want to serve particular constituencies but do not have the resources or expertise to undertake the task immediately, whereupon they contract for services from the community college. This type relationship is of benefit to the college when there is a request for an immediate service which can be offered by an existing community agency and where the creation of additional services on the part of the college would result in needless duplication, overlapping of programs, and a waste of resources.

Finally, a legal arrangement which may become more common as community colleges become more community based is that of a merger of the community college with an appropriate community organization. In a merger both the college and the organization, perceiving themselves to have common interests with respect to a particular targeted constituency, contract to pool their resources in a cooperative enterprise in which each shares in the responsibility and in the mutual benefits. The contract for the merger should spell out the role, the individuals involved, and the specific responsibilities of the college and the community organization. In many respects this is the optimal relationship in which the community agency and the community college achieve complete symbiosis--where they mutually strengthen each other to provide services to a targeted constituency that each could not adequately serve alone.

CONCLUSION

It has been observed that the community-based college implies more than anything else a relationship between the college and the community in which both work together for total community renewal and improvement--a relationship in which

the college draws its strength and determines its direction from the community. Certainly in such an environment one would find many ongoing relationships between the college and various community groups. The college seeks out appropriate agencies and organizations to work with and through in its efforts to serve the community. In turn, as the community begins to perceive the college as a partner in its renewal, the college will be sought out by agencies and organizations within the community. The true community-based college will join forces with organizations in the community wherever and whenever such alliances are possible realizing that through such contacts and arrangements the abilities of the college to serve the community will be multiplied manyfold.

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TOWARDS A RATIONALE FOR NEEDS ASSESSMENT IN COMMUNITY SERVICE PROGRAM PLANNING

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The community college as a legitimate institution of higher education has come of age. No longer do educational functionaries look with suspicion upon transcripts or academic credentials of two-year college students or faculty. Indeed, some of the most status conscious academicians and administrators now view the products and management of community colleges as viable and worthy extensions of the legitimate educational enterprise.

As part of this educational metamorphosis, the community college has assumed new roles and ever newer responsibilities, far larger than its earlier proponents such as Tappan, Folwell, Harper, Lange and Jordan could have ever invisioned.

James W. Thornton, Jr., respected author of The Community Junior College, has listed the traditional roles the community college has established for itself as:[1]

A. The Development of Learning Skills
B. General Education
C. Continuing Education and Community Service
D. Guidance
E. Occupational Education
F. Education for Transfer

[1] James W. Thornton, Jr., The Community Junior College, New York: John Wiley and Sons, Inc. 1972.

Since the major thrust of this paper is the role of community services in the community college, it is a little disappointing that Thornton has linked community services to continuing education. For while traditionally this linkage has been most real, it has, in recent years broken this bondage and has begun to achieve a level of acceptance and over-all professionalism of its own.

While this linkage has continued, its dependence and resulting symbiotic relationship, no matter how real, or imagined, should have been put asunder decades ago.

Jesse Bogue, writing in 1950 established the community service or adult education function and needs of part-time students as a legitimate function for the community in no mistakable terms:

> The Community College is in a strategic position from the standpoint of its basic philosophy, its relation to the community, its facilities either actual or potential, and by clear responsibility to promote for adult education on a far more progressive and inclusive scale than is the case at the present time. It would seem that every college, regardless of its size or method of control, should seek out and encourage adults in the community to improve themselves and their occupational status.[2]

As Arthur M. Cohen, correctly points out:

> Although community service has been recognized as a proper function since publication of Bogue's Community College in 1950, only in the past few years has it gained extensive interest. Harlacher's Community Dimension of the Community College (1969) was a benchmark since which an accelerated emphasis on this area has developed.[3]

[2] Jesse P. Bogue. The Community College. New York: McGraw-Hill Book Company, 1950, p.229

[3] Arthur M. Cohen, et. al. College Responses to Community Demands. San Francisco: Jossey-Bass Publishers, 1975, p.80

A New Mission

In 1974, the American Association of Community and Junior Colleges enthusiastically adopted a new mission statement for its constituent institutions. The statement reads:

> The Mission of the American Association of Community and Junior Colleges is to provide an organization for national leadership of community-based postsecondary education.[4]

In reporting the new mission statement adopted by the Association, Edmund J. Gleazer, Jr. listed a number of innovative community-based programs which are already operative at a number of member institutions. However, it is not enough just to make pronouncements, it is direction and leadership towards the realization of specific goals which practicing educators and those charged with governance often laymen and not educators) require to bring about the necessary change.

Gleazer in providing that leadership has given the field the direction that it needs in the following:

> First: Advancement of the practice and theory of community-based, performance-oriented postsecondary education through a pattern of projects, e.g., the 1974 Assembly and Project '76.
>
> Second: Research on the measurement of output and the use of such measurements in planning, budgeting, counseling, and evaluation.
>
> Third: Analysis of the legal and policy climate in which "community colleges" function.
>
> Fourth: Development of the "new staff for new students."
>
> Fifth: Establishment of a field-based research and development network to provide vital national linkages.[5]

4. Edmund J. Gleazer, Jr. "AACJC Approach", Community and Junior College Journal, 1974, 44(6) p.3.

5. Edmund J. Gleazer, Jr. "Beyond the Open Door...The Open College", Community and Junior College Journals, August/September, 1974, p.7.

What then are the factors which describe or define an institution which has accepted the mission statement and this much broader role for itself? Gleazer states these as continuing objectives:

> 1. Current, accurate, and comprehensive information about the community and how the institution is serving its community.
> 2. Access to information that enables the college to develop its human resources consistent with national needs and trends.
> 3. A comprehensive plan expressed in terms that can be understood and supported by the community.
> 4. The ability to justify its need for resources and to demonstrate that they have been used effectively.[6]

Indeed, others outside of our field have begun to propose a new and a more expanded role for the community college. Alan Pifer, in his address to the 1974 annual convention of the American Association of Community and Junior College stated:

> Other institutions will have a part to play, of course, but I see the community college as the essential leadership agency. Indeed, I'm going to make the outrageous suggestion that community colleges should start thinking about themselves from now on only secondarily as a sector of higher education and regard as their primary role community leadership. This is not intended to downgrade the importance of these colleges as providers of the first two years of a baccalaureate degree course for some students. This function should continue and should be done well.

6. Edmund J. Gleazer, Jr., "After the Boom...What Now for the Community College", Community and Junior College Journal. Dec./Jan., 1973, p.10.

> But the community college which regards transfer work as its principal mission will miss its most exciting opportunity and fail to meet its greatest responsibility....
> Not least, they can become the hub of a network of institutions and community agencies--the high schools, industry, the church, voluntary agencies, youth groups, even the prison system and the courts--utilizing their educational resources and, in turn, becoming a resource for them.[7]

Writing as early as 1969 and reiterated again in 1974, Gundar A. Myran gave our field the three basic formulations for a successful community services program which tends to strongly augment the propositions of Gleazer, such as Gundar A. Myran:

> Permeation. A commitment to community services and sensitivity to community problems and potential should permeate all areas of the college . . . . If the college itself is weak or inappropriately organized for the task, community service programs will lack depth and staying power.
> Penetration. The community services program becomes the "cutting edge" through which the college penetrates into community life and through which the total program of the college becomes increasingly more relevant to community needs.

7. Alan Pifer, "Community College and Community Leadership". Community and Junior College Journal. Vol. 44. No. 8, May 1975. p.23.

Education. Community services should not attempt to become the "supergovernment of tomorrow" or, alternatively, another community social agency. The college derives its primary legitimacy as an institution from its educational role; the community services dimension serives its legitimacy from the same role. Community services in the college is legitimate only to the extent that it is an extension or expansion of educational resources directed toward the social, economic, and civic needs of the community.[8]

Needs Assessment

As often recognized, however seldom implemented method of determining community service programming, is community needs assessment. Authorities in the literature have frequently stated that the determination of needs by program directors and administrators is of paramount importance, if the institution is to meet the needs of its constituency.

In recent years, the quantification of data for decision making has increased in its sophistication. The tools of research, the language of cybernetics, and the manipulation of statistical formulae has tended to develop a cult of research specialists, possessing knowledge and skills peculiar to a select few. Thus many competent community service programs have either been reluctant to employ these specialist, refused to obtain the requisite skills, or have failed to develop alternative means by which they might assess the needs of the communities in order to more readily serve their constituencies.

8. Adapted from: Gundar A. Myran. Community Services in the Community College. Washington, D. C.: American Association of Community and Junior Colleges 1969, pp.7-8

One institution, Florida Junior College at Jacksonville, determined that in order for it to meet the needs of its service area, Duval and Nassau Counties in northern Florida, such an assessment was warranted.[9]

The first step in the Jacksonville design was to determine the objectives of such a survey, what did the college need to know? Secondly, the objectives and survey had to be compatable with the research design.

Needless to say, the design had to be low cost and capable of obtaining the needed information in a reliable manner in a relatively short period of time.

It was vitally important that a randomness of the population be obtained. For example, if the college was to obtain information from former students, then the population sample would have in include former students exclusively. However, this particular survey was of community needs, thus a random sample of the service area was important.

Florida Junior College at Jacksonville determined the seven following objectives for their assessment of community needs after a series of meetings with the College personnel and an analysis of capabilities of the survey design:[10]

1. To assist the College in improving and expanding the educational programs offered in the Jacksonville area.
2. To assist the College in gearing its programs to meet educational needs as felt by members of the community.
3. To assist the College in evaluating the effect of its promotional efforts within the community.
4. To assist the College in its efforts to facilitate attendance through the removal barriers to attendance.
5. To assist the College in providing information to the entire community.

9. Florida Junior College at Jacksonville, Meeting Special Community Needs, Part I: Assessing the Need. Jacksonville, Fla. 1973.

10. Ibid. pp. 3-6.

6. To assist the College in evaluating the quality of its programs and their impact on the community.
7. To assist the College in program planning based on potential community demand for programs.

Research Design

The staff determined that randomness and the actual mechanics of conducting the survey would best be achieved through personal interview with a sample size adequate enough to make projections for sub-groups of the population. The Bureau of the Census Standard Metropolitan Statistical Area maps were utilized. The areas to be surveyed were divided into grids of 250 average population, naturally the size of the various grids varied due to population density. The grids were then assigned numbers using a table of random numbers, obtaining a sample of 250 grids.

After determining the point nearest to the center of the individual grid as the interview location, four nearby residences were selected through another random procedure, and an interview conducted at each residence. This procedure is know as Multi-stage Cluster Sampling.

Florida Junior College used students, who were trained in interviewing techniques in two-day training sessions.

The students used their own automobiles, and were paid at a rate for the use of these autos at 10¢ per mile. This was fully within the alloted budget, since the students conducted their interviews in the same location and could work in teams of four.

The Florida Junior College personnel caution other colleges in designing their own needs assessment:

> Provision must also be made for a computer program capable of analyzing the survey results. This program should be able to calculate absolute and relative frequencies for each question and be able to do analysis for subgroups, identified either by population characteristic or by the way questions were answered. For this purpose Florida Junior College at Jacksonville developed its own program. However, if they are available, many canned programs will do the job.[11]

Considerable care must be given to the design of the survey instrument. The usefulness of the entire survey is dependent upon the quality of the instrument, including its reliability and validity. For example, the wording of the questionaire must be precise and very specific for the actual wording may raise different images resulting in a multiplicity of interpretations by the various subgroups. The Jacksonville staff suggests more than one question relative to a particular issue, thus reducing the effect of poorly worded questions, allowing for the measurements of attitude strength.

It is interesting that the Jacksonville staff felt that the best interviewers were those students who had an outside interest in the project, and could thus relate the experience to their college classroom work. Heavy emphasis should probably be placed upon the recruitment of students from political science, sociology, statistics or related areas.

11. Ibid. p.2

Conclusion

The reason a community college or any other social institution exists, is to serve the needs the constituency has come to expect or has determined it requires. When an institution no longer fulfills these needs, some other competing institution begins to emerge and fills that void. Indeed, the community college itself filled the void, ignored for so long by the more traditional institution of higher education and even the public schools.

The proprietary school is just one alternative for the public seeking educational opportunities. Should the community college abdicate its dully constituted responsibility in helping to meet the needs of an expanding population with peculiar needs and various objectives, then the alternative educational modes shall arise to meet these needs.

As I have said elsewhere regarding the new student, still holds true today: [12]

> ...in less than two decades there has been a significant change in the world of education. The buildings were there, but a different student appeared. He was more likely to be Black or Chicano, he was more likely to be less academically prepared, he was more likely to be less academically oriented, he was more likely to be poor, he was more likely to be older, he was more likely to have travelled abroad, he was more likely to have interrupted his education, he is more likely to be highly motivated, and he is more likely to be self-directed than in any other time in our educational history.

12. Eugene E. DuBois. "The Expanding Role and Function of the Adult Educator in the Community College." Proceedings of the Patterns Seminar. David Hooten (ed. 1) Rochester: Rochester Institute of Technology, 1975 pp. 9-10.

These new students are not of the same breed of the fifties. They have caused the colleges painfully to change. The traditionally oriented faculty, the college in residence, saw all that they held dear falling down around them. The proms and dances, fraternity hazing, the fraternity systems, course requirements, foreign language, the classics, commencement, and worst of all, faculty evaluation by students was part of that change.

The reality of this, however, is that this is the case. The real world has changed, and the democratization of the wider social system has affected the household of learning. The new student insists upon having a voice and some control over his existence, both in the classroom and in his life.

This change may be a bitter fact for those educators who resist change, however, the fact remains true, and unless community colleges and other institutions recognize this change and are cognizant of its implications and the exigence of adjusting to this change, then the alternative forms of learning will naturally arise. And if they prove to be superior alternatives, then they deserve to arise.

This new student is just one new client among a host of other persons, and institutions to call upon the community college for servicing. To continue the present practice of providing traditional course offerings and services to a population based upon past experiences is dysfunctional to the institution and to the community it is charged to serve.

Only through a continuing, scientific, and systematic needs assessment can a college be reasonably assured that it is meeting the felt or perceived needs of its community. The extent to which the institution determines the essentiallity of the scientific approach may vary, however, it behooves a college to attempt to determine these needs before embarking on any community service function.

Perhaps what has been said here has wider implications. Perhaps our colleagues in the other divisions of the community college should begin to encourage a needs assessment program for the entire institution, thus providing a coordinated approach towards meeting the needs of its clientele, and perhaps determine new markets and opportunities for even greater service.

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"Reaching the Community"

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At Clackamas Community College the philosophy in Community Services and Community Education is to involve as many people within our college district as possible and offer information, programs and classes which are needed by these people and are a benefit to them. Our program of involvement and cooperation is broad. First, the college believes that there ought to be extensive cooperation with the local school districts (Community Schools), with the Cooperative Extension Division, and with other educational agencies within our college district. In order to get this type of involvement a Model of Cooperation was developed with major components which could be used by any community college in the United States. Those components were: communication, program development and promotion, facilities, funding, supervision and staffing. The basic role of the Community College is to be a catalyst, resource or a consultant to the local school district. Then through this combined cooperative effort, the college community will gain greatly through better services, less duplication of effort, expanded use of facilities, better use of tax dollars, improved instruction and expanded programs.

At the present time, there are nine local school districts in the College district. We have formal cooperative programs with seven of those nine districts. There are similarities between each of these agreements, yet they were developed by each local school district and the college cooperatively to serve the individual needs of the local school district. Since our college encompasses suburban as well as rural areas, these agreements meet the local needs rather than a college-wide need. We believe that cooperation is the "name of the game". Therefore, we think a maxim for community educators should be to move from no action to co-action through cooperation between the College and the schools.

Most of the cooperative agreements are between the College and the local school districts. However, one of our agreements involves not only the local school district but also the two cities within the school district and the College. I know of no area in the United States where there is such an extensive cooperative agreement within a college district. One of the unique features of this agreement is that each of the two cities, the College, and the school districts cooperatively <u>fund</u> the Community Education program.

In order to make these cooperative agreements functional, it is important that our staff at the College, as well as the various staffs in the school districts and the cities, understand the role of Community Education. I believe that by delineating a role of Community Education it is not only possible but also highly probable that community colleges and local districts can more rapidly develop cooperative community education programs, thereby enabling their constituents much better opportunity for educational offerings. Therefore, I suggest that the Community College and local educational organizations should: 1) establish cooperative funding of their programs, 2) develop a written agreement which will allow cooperative supervision of programs, 3) initiate cooperative programming, 4) share their resources--such as: expertise, staff, equipment, and facilities, 5) use volunteer teachers, 6) conduct community needs surveys, 7) establish information banks, 8) determine the needs and the wants of the local citizens, and 9) expand their efforts in community development far beyond the present level.

Other ways which we, at the College, reach the community are through the Community Services Advisory Council. This Council is made up of persons from every community within the college district and over the past seven years has been a most-valuable contributor to ideas and implementation of programs which have been very successful. At the present time the Community Services Coordinator is the liaison with the Advisory Council and brings to our division many suggestions which are then reviewed and implemented by our staff. We reach the community through on and off campus workshops, clinics, and seminars; examples of which are: Energy Conferences, Food Drying and Food Canning Workshops, and numerous other clinics and conferences.

The College has a small eight by twenty foot trailer which we use for taking information to our communities. During the summer months that trailer is taken to the eleven different communities for a period of three to five days each. It is staffed with a student at Clackamas Community College and its purpose is to provide the individual community with written and verbal information about the College and its programs.

Another important vehicle for reaching the community is the Retired Senior Volunteer Program which is sponsored by Clackamas Community College. The R.S.V.P. office is housed on campus and through the efforts of our Coordinator and her staff there presently are three hundred and twenty-five Senior Volunteers who average approximately four thousand five hundred hours of volunteer time each month. Not only are these Senior Volunteers giving of their time in the community but also the College itself utilizes a number of these Seniors in various areas throughout the college campus.

In conclusion, Clackamas Community College constantly searches for new and innovative ways to involve the community through the many organizations and groups within the college district. We ask for input from our college community and we strive to offer the best services to our constituents. We believe that we can and do reach the community by utilizing every available resource which is at our disposal in this college district. The motto of our staff is: "Yes, we can do it!"

MW:cl:pi
3/9/77

LOS ANGELES COMMUNITY COLLEGE DISTRICT

USING GEOSYSTEMS TECHNIQUES IN PLANNING COMMUNITY SERVICES PROGRAMS

by

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OFFICE OF EDUCATIONAL RESEARCH AND ANALYSIS

Arthur N. Cherdack, Director

Our large multicampus community college district has successfully used several available technical "computerized" tools to identify regions with low and high community college participation and attendance rates. This paper will (a) describe the technical "software" tools employed in our system, and (b) discuss the practical applications of the system for potential users, and in particular, for community services planers.

Several years ago the District authorized a major research project geared at learning more about the attendance patterns and participation rates of its residents. From what locations were students coming to attend classes? What regions were contributing large numbers of students and what regions were not? If such information were known, it was felt that more intensive recruitment, and improved facilities and program planning could be directed toward previously unserved areas.

Through the joint efforts of the Los Angeles City Planning Department, U.S. Census Bureau, and District research and planning personnel, several research tools noted above were installed and are now maintained on our computer system. The process of developing and utilizing our system is explained below.

"Geosystems" is defined as matching information to geographical places on the earth. Data to be matched and geographically plotted in our project were the residence locations or house addresses of students as provided on our student record files. One of our tools is called "ADMATCH," or Address Matching, a computer program developed by the Census Bureau. ADMATCH compares the student house address to the County Address Coding Guide, and assigns a census tract identifier to each address. One product of this process is a listing of the number of students by census tracts attending each of our District colleges. Another computer program is called "SYMAP" or Simulated Mapping, which allows us to geographically portray this same information. Figure 1 is a map that was developed using this technique and illustrates the attendance pattern for regularly enrolled students at one of our colleges. Once the number of students being contributed from each District census tract is known, it is then a simple process to compute the percentage of the tract

population that this number represents. Census tract population figures were obtained from 1970 Census Summary tapes already available on our system. Figure 2 is a map that was constructed to illustrate college participation rates. The District is in the process of relating other available demographic data to the census tract level for planning purposes.

This relatively inexpensive planning system is applicable to all types of educational institutions. It provides a basis for "needs assessment," which may be defined as identifying localities needing educational services. It allows us to target areas for survey research and marketing techniques designed to discover what services residents most desire and what type of delivery modes (i.e. television, community services, outreach classes) are most relevant. It can assist in determining the need and location for a new site, community services, or outreach program. Also, it allows one to define college service areas both as localities we now serve and as localities we should be serving. Since certain demographic, agency, and student information can also be plotted on the house address information, we are able to study and compare other student variables such as ethnicity, veteran status, sex, income, and age, as they relate to non-student population. For example, using Geosystem techniques we can determine whether the percentage of minority students attending a college from a specific region is representative of the ethnic population of the same region, or if the income level of our student body is similar to that of the District population. Since our system allows us to aggregate the numbers of census tracts to any size up to the total size of the District, we can choose practically any region we wish to study and analyze. Aggregating information for regions has been helpful in describing the demographic characteristics of individual college service areas. This can be most useful in obtaining background data to support grant requests.

Geosystems has a number of specific applications for community services planners. For example, using Geosystems techniques one can readily determine (a) if the college is drawing community services participants from the same localities as regularly enrolled students, (b) whether the socio-economic profile of community

services participants is similar to that of regularly enrolled students, (c) whether community services classes are convenient and accessible to the community, and (d) the regions of the District with high and low community services participation rates.

A "mini needs assessment" can also be conducted using Geosystems. It is a fact that an increasing number of agencies (i.e. police, health, welfare, probation, census bureau) now have computerized information aggregated at the census tract level. Once a community services area has been outlined, it is then possible to relate much of these data to the same locality and plan appropriate programs. For example, a community services crime prevention program might be meaningful in areas with high income rates. A community services health program or clinic might be appropriate in regions with high disease rates. Special programs for senior citizens might be planned in areas with a large proportion of elderly. In essence, knowing and understanding community demography can facilitate community services program development.

Clearly, Geosystems is a research tool that has meaning for community services planners. As illustrated, Geosystems has a wide variety of uses, and is relatively inexpensive to maintain. It is a convenient method for maintaining and utilizing available computerized data in the planning process. For these reasons, the community services planners are encouraged to investigate the potential of this system in his/her community college district.

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EVALUATING COMMUNITY SERVICES
&
CONTINUING EDUCATION

BY

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EVALUATING COMMUNITY SERVICES & CONTINUING EDUCATION

IN THE SATURDAY REVIEW MAGAZINE OF SEPTEMBER 20, 1975, THE EDITORS OFFERED SEVERAL DISCUSSIONS ON THE EMERGING PHENOMENOM OF CONTINUING EDUCATION AND THE CONCEPT OF LIFE LONG LEARNING. THE ARTICLE SUGGESTED THAT "UNIVERSITY" ATTITUDES ARE CHANGING AND THAT CONTINUING EDUCATION, LONG VIEWED WITH DISDAIN BY MANY UNIVERSITY EDUCATORS, HAS SUDDENLY BEEN DISCOVERED AS THE WAVE OF THE FUTURE. THIS ARTICLE WAS ONE OF THE BETTER DISCUSSIONS OF THE CONTINUING EDUCATION AND COMMUNITY SERVICE BOOM THAT I HAVE OBSERVED IN ANY SIGNIFICANT CONTEMPORARY MAGAZINE. IT WAS STIMULATING BECAUSE THE ARTICLES WERE AUTHORED FOR THE MOST PART BY NON-EDUCATORS WHO OFFERED ANOTHER INTERPRETATION OF SOCIETAL NEEDS OTHER THAN EDUCATORS THEMSELVES. THE MOST DISAPPOINTING PART OF THE ARTICLE TO ANY COMMUNITY COLLEGE EDUCATOR WOULD HAVE TO BE THAT THE NAME, "COMMUNITY COLLEGE" WAS HARDLY MENTIONED IN ANY OF THE DISCUSSIONS EVEN THOUGH IT COULD BE CLAIMED THAT THE COMMUNITY COLLEGE NETWORK IN THE UNITED STATES TODAY HAS GREATER POTENTIAL FOR BEING ABLE TO DELIVER CONTINUING EDUCATION AND COMMUNITY SERVICES THAN ANY EDUCATIONAL AGENCY IN EXISTENCE. WITHOUT DWELLING FURTHER ON THE MERITS OF THE COMMUNITY COLLEGE AND/OR THE UNIVERSITY'S ROLE IN LIFE LONG LEARNING, I THINK WE CAN ALL AGREE THAT PROPERLY ORGANIZED AND COMMITTED, THE COMMUNITY-BASED, PERFORMANCE-ORIENTED COMMUNITY COLLEGE HAS UNLIMITED OPPORTUNITIES IN THE AREA OF

CONTINUING EDUCATION AND COMMUNITY SERVICES IN THE FUTURE IF THEY ARE UP TO THE MANAGEMENT OF THEM.

In my discussions of community services and continuing education, I should like to move from the general to the specific, i.e., how an institution might approach the organization problem to the specifics of evaluation of programs. I feel a high need to start from the general point of view because I have noticed in my travels across the country too many disorganized approaches in the extension of continuing education and community services within the community college. Some have referred to these expansive services scattered all over their respective communities as the "floating crap game" aspect of the community college. I mentioned this disorganized or flailing approach to programs of continuing education-community services within the community college because I hope to be a constructive critic of the process. I have grave reservations about continuing education and community service specialists who approach their work without a well-planned, systematized approach. I think we will open ourselves to criticism; we will be unable to evaluate our effectiveness and our competitors will flurry in our market. I should like to set forth my views on how a community college might approach the task.

First, I believe the leadership of a community college must obtain the commitment of its Board of Trustees, administration, and faculty by gaining acceptance of the definition

OF COMMUNITY-BASED, PERFORMANCE ORIENTED INSTITUTION. ROGER YARRINGTON, WRITING IN THE NOVEMBER, 1975 ISSUE OF THE COMMUNITY COLLEGE JOURNAL, DEFINED COMMUNITY-BASED AND PERFORMANCE ORIENTED AS FOLLOWS: "A COMMUNITY-BASED INSTITUTION HAS DEMONSTRATED COMMITMENT AND SKILL IN ASSESSING POSTSECONDARY EDUCATIONAL NEEDS AND RESOURCES IN ITS COMMUNITY AND DEVELOPING NEEDED SERVICES. A PERFORMANCE ORIENTED INSTITUTION HAS DEMONSTRATED COMMITMENT AND SKILL IN EVALUATING ITS RESPONSES TO IDENTIFIED COMMUNITY NEEDS AND REPORTED FINDINGS IN TERMS CITIZENS CAN EASILY UNDERSTAND."

HAVING ACHIEVED INSTITUTIONAL COMMITMENT AND UNDERSTANDING OF A COMMUNITY-BASED, PERFORMANCE ORIENTED INSTITUTION, IT IS THEN IMPORTANT TO ESTABLISH THE PURPOSE AND/OR MISSION OF THE DIVISION OF CONTINUING EDUCATION AND COMMUNITY SERVICES OF THE COLLEGE. THIS SUB-PURPOSE STATEMENT, FLOWING OUT OF THE MISSION OF THE COMMUNITY-BASED, PERFORMANCE ORIENTED INSTITUTION, SETS THE FRAMEWORK AND THE SUPPORT SYSTEM FOR THE COMMUNITY SERVICE MANAGERIAL TEAM TO AGGRESSIVELY REACH OUT FOR NEW MARKETS.

THE SECOND STEP TO MANAGING AN EFFECTIVE COMMUNITY SERVICE CONTINUING EDUCATION DIVISION WOULD BE FOR THE LEADERSHIP OF THE DIVISION TO UNITE WITH THE RESEARCH AND DEVELOPMENT STAFF OF THE INSTITUTION AND COMMIT TO A COMPREHENSIVE NEEDS ANALYSIS OF ITS COMMUNITY. THIS NEEDS ANALYSIS SHOULD RESULT IN THE IDENTIFICATION OF THE VARIOUS

TYPES OF CLIENTELE TO BE SERVED AND THE TYPES OF SERVICES DEMANDED.

THIRD, UPON RECEIPT OF THIS COMPREHENSIVE INFORMATION, THE STAFF MUST CATEGORIZE TYPES OF SERVICE AND TYPES OF CLIENTELE TO BE SERVED.

STEP FOUR: GIVEN THE IDENTIFICATION OF CATEGORY OF SERVICES AND CLIENTELE, IT NOW BECOMES EXTREMELY IMPORTANT THAT THE PRIORITY OF COMMITMENT BE ESTABLISHED. THE PRIORITY OF COMMITMENT NEEDS TO BE ACKNOWLEDGED BY THE INSTITUTION'S LEADERSHIP AS PART OF THE INSTITUTION'S GOALS AND TO WHICH THE NECESSARY RESOURCES WILL BE COMMITTED.

STEP FIVE IS THE FIRST OF FOUR STEPS OF THE MANAGEMENT CYCLE WHICH SHOULD BE REPEATED YEAR AFTER YEAR. OBJECTIVES MUST BE SET WITHIN EACH CATEGORY OF SERVICE. THESE OBJECTIVES SHOULD INCLUDE KIND, QUANTITY AND QUALITY OF SERVICES TO BE OFFERED. WITHOUT THESE OBJECTIVES IN EACH CATEGORY OF SERVICE, EVALUATION WILL BE DIFFICULT.

STEP SIX: SPECIFIC PLANS MUST BE BUILT FOR EACH CATEGORY OF SERVICE. THESE PLANS SHOULD DESIGNATE THE LEADERSHIP AND RESOURCE REQUIREMENTS, THE STRATEGIES AND THE METHOD OF EVALUATION.

STEP SEVEN: IMPLEMENT THE PLAN WITHIN EACH CATEGORY; THAT IS, DELEGATE THE FUNCTION TO APPROPRIATE MANAGERS WHO WILL MONITOR AND MANAGE THE PROCESS.

STEP EIGHT: EVALUATE THE RESULTS.

STEP NINE: RECYCLE STEPS FOUR THROUGH EIGHT AS MANY TIMES AS NECESSARY OR UNTIL ANOTHER NEEDS ANALYSIS IS NECESSARY.

A MORE DETAILED DISCUSSION OF A PLANNING PROCESS IS OFFERED IN A PUBLICATION OF THE OHIO BOARD OF REGENTS* DISTRIBUTED BY THE ACADEMY FOR EDUCATIONAL DEVELOPMENT.

THIS PUBLICATION STATES THAT PLANNING IS CYCLICAL AND CONTINUING PROCESS WHICH CALLS FOR EVERY ORGANIZATIONAL UNIT IN AN EDUCATIONAL INSTITUTION TO SYSTEMATICALLY CONSIDER. THE STEPS ARE:

1. SETTING GOALS AND OBJECTIVES
2. IDENTIFYING PROGRAMS
3. CALCULATING RESOURCE REQUIREMENTS OF PROGRAMS
4. COMPARING RESOURCE REQUIREMENTS TO AVAILABLE RESOURCES
5. ALLOCATING RESOURCES TO PROGRAMS
6. PLANNING FOR ORGANIZING AND IMPLEMENTING PROGRAMS
7. PLANNING A SYSTEM FOR EVALUATION (CONTROL).

THE POINT I WISH TO EMPHASIZE FROM MY PRESENTATION AND THIS ARTICLE IS THAT THE EVALUATION PROCESS SHOULD ALWAYS BE AN ELEMENT OF THE PLANNING PROCESS. OR, ANOTHER WAY TO SAY IT IS THAT GOOD PLANNING MAKES SYSTEMATIC PROVISION FOR THE EVALUATION PROCESS.

*PLANNING--UNIVERSITIES

CONSIDERING THE DEFINITION OF EVALUATION AS FOLLOWS, ANY RESPECTABLE MANAGER CAN SEE WHY EVALUATION IS PART OF THE PLANNING CYCLE.

> "EVALUATION IS A SYSTEMATIC PROCESS FOR DETERMINING OR ESTIMATING THE EFFECTIVENESS OF A PROGRAM OR PROGRAM COMPONENTS. EVALUATION OF PROGRAMS IS BASED ON A COMPARISON OF ACTUAL RESULTS WITH PLANNED RESULTS OR OBJECTIVES."

I SHOULD LIKE TO POINT OUT THAT IN REVIEWING THE LITERATURE IN CONTINUING EDUCATION AND COMMUNITY SERVICES IN PREPARATION FOR THIS PRESENTATION, I DID NOT FIND ANY DISCUSSION OF THE EVALUATION PROCESS IN PLANNING FOR THE DIVERSE SERVICES OF A DIVISION OF CONTINUING EDUCATION OF A COMMUNITY COLLEGE. I HAVE ALSO OBSERVED, AS I HAVE STATED BEFORE, THAT MANY OF THE EXPANSIVE COMMUNITY SERVICE-CONTINUING EDUCATION PROGRAMS IN OPERATION IN COMMUNITY COLLEGES THROUGHOUT THE COUNTRY HAVE MADE LITTLE, IF ANY PROVISION, FOR FORMAL EVALUATION OF THE SERVICES IN THE PLANNING PROCESS. THIS DISCIPLINE WILL BE AN ABSOLUTE NECESSITY FOR THE CONTROL AND SUCCESS OF DIVERSIFIED COMMUNITY SERVICE PROGRAMMING IN THE FUTURE.

NOW, I SHOULD LIKE TO MOVE MORE CLOSELY TO THE SPECIFICS OF EVALUATION. I HAVE EMPHASIZED THAT THE EFFECTIVENESS OF CONTINUING EDUCATION AND COMMUNITY SERVICE PROGRAMS WILL BE

DIRECTLY RELATED TO THE PLANNING THAT GOES INTO THE IMPLEMENTATION OF SERVICES. NEEDLESS TO SAY, ONE MUST DEVISE AN EVALUATION APPROACH INDIVIDUALIZED TO THE DIFFERENT ASPECTS OF THE CONTINUING EDUCATION OR COMMUNITY SERVICE PROGRAM. THE REASONS ARE OBVIOUS: MANY OF THE PROGRAMS HAVE DIFFERENT GOALS AND OBJECTIVES AND THUS MUST BE EVALUATED DIFFERENTLY. DIFFERENT PORTIONS OF THE PROGRAM MAY HAVE BEEN IN EXISTENCE FOR DIFFERENT LENGTHS OF TIME OR THEIR TIME SPAN OF OPERATION MAY BE VERY DIFFERENT. DIFFERENT PARTS OF CONTINUING EDUCATION PROGRAMS WILL SERVE DIFFERENT TARGETS OF POPULATION AND WILL THUS REQUIRE DIFFERENT EVALUATIVE METHODS.

LET'S LOOK AT THREE DIFFERENT CATEGORIES OF CONTINUING EDUCATION PROGRAMS AND ANALYZE THE DIFFERENT EVALUATIVE APPROACHES THAT COULD BE TAKEN.

I. JOB ENRICHMENT PROGRAMS

A. EXAMPLES: MANAGEMENT DEVELOPMENT
ALLIED HEALTH CONTINUING EDUCATION
CLERICAL REFRESHER
GOVERNMENTAL LEADERSHIP TRAINING

B. OBJECTIVES:

1. PREPARING FOR ADVANCEMENT OR PROMOTION
2. UPDATING OF SKILLS
3. BRINGING NEW PERSPECTIVE AND IDEAS TO JOB
4. REACTIVATING SKILLS TO GET BACK IN JOB MARKET
5. ACQUISITION OF NEW SKILLS

C. METHODS OF EVALUATION:

1. VALIDATION OF CURRICULUM BY HAVING EMPLOYERS EVALUATE PROGRAM OR COURSE OBJECTIVES
2. EMPLOYERS SURVEY OF EMPLOYEES TAKING PROGRAM
3. FOLLOW-UP OF FORMER STUDENTS
4. END OF COURSE EVALUATION
5. LICENSING EXAM.

EVALUATION PROCESS TIED INTO OBJECTIVES IN DESIGN.

D. MANAGEMENT EVALUATION:

1. EVALUATION OF FACULTY OR STAFF
2. EVALUATION OF COST EFFECTIVENESS
3. NET COST OR BENEFIT TO INSTITUTION
4. WERE PROGRAM OBJECTIVES REALISTIC AND DID PROGRAM MEET THEM?

E. HISTORY

FOR THE MOST PART EVALUATION HAS BEEN CARRIED ON BY INDUSTRY OR LICENSING AGENCIES. EXAMS WERE THE CRITERIA. COLLEGES AND UNIVERSITIES HAVE ONLY BEEN RECENTLY INVOLVED. NOW THAT COLLEGES AND UNIVERSITIES ARE TAKING OVER THEY WILL HAVE TO BUILD IN AN EVALUATIVE SYSTEMS ALSO.

II. PERSONAL ENRICHMENT AND DEVELOPMENT PROGRAMS

A. EXAMPLES: WOMEN'S PROGRAMS
SENIOR CITIZENS PROGRAMS
ACADEMIC RELATED NON-CREDIT - MUSIC AND ART TYPE

B. Objectives:

1. To assist and improve self-concept in social, personal or academic areas
2. Provide exploration and preparation for occupational choice
3. Help acquire new interests and understanding
4. Provide an enjoyable experience.

C. Methods of Evaluation of Outcome:

1. Immediate evaluation by participants.
2. Later follow-up of participants measuring to what extent changes did occur in life style

Evaluation ties in objectives stated above.

D. Management Evaluation:

1. Evaluation of faculty or staff
2. Evaluation of cost effectiveness
3. Net cost or benefit to institution
4. Percent of target population participating
5. Were program objectives realistic and did the program meet them?

E. History:

Evaluation in past has been informal and really measured by degree of participation.

III. LEISURE AND HOBBY TYPE PROGRAMS

A. EXAMPLES: YOGA
P.E. ACTIVITY
HOW-TO-DO COURSES

B. OBJECTIVES:

1. LEARN A NEW OR IMPROVE AN EXISTING RECREATIONAL SKILL
2. LEARN A NEW OR IMPROVE AN EXISTING HOBBY SKILL
3. LEARN A NEW OR IMPROVE AN EXISTING HOW-TO-DO SKILL
4. PROVIDE PERSONAL ENJOYMENT

C. METHODS OF EVALUATION:

1. IMMEDIATE EVALUATION BY PARTICIPANTS
2. CONTINUED ENROLLMENT
3. FOLLOW-UP AT A LATER TIME TO DETERMINE APPLICATION OF SKILLS LEARNED.

D. MANAGERIAL EVALUATION:

1. EVALUATION OF FACULTY OR STAFF
2. EVALUATION OF COST EFFECTIVENESS
   NET COST OR BENEFIT TO INSTITUTION
3. PERCENT OF TARGET POPULATION PARTICIPATING
4. DID PROGRAM MEET OBJECTIVES?

SUMMARY

As many in the audience may have detected by this time, I am concerned about control of the diverse programming that can and must be involved in continuing education and community service programs. If you have not already concluded, I am using the term, "control" and "evaluation" synonymously. Effective control just does not happen; it must be planned for and given careful consideration in the managerial process. Controlling or evaluation is the follow-up of three other important managerial functions--planning, organizing, and implementing.

Community-based, performance oriented community colleges may continue to insure their acceptance, compete for resources and markets, and be the responsible institution to which their communities will turn if they adhere to sound management principles as they continue their work in the next decade.

REL
2/26/76

EVALUATION OF COMMUNITY SERVICES

John Losak

Miami-Dade Community College

Miami, Florida

EVALUATION OF COMMUNITY SERVICES

Coming to California to talk about the community college is always a bit like taking coals to Birmingham. California philosophies, programs, methodologies and research studies have long served as models for the rest of the nation. After listening to the sessions yesterday, I am reinforced in my views that I will have learned a great deal more than I am contributing.

In the past few years that segment of the community college known as continuing education has expanded in role and scope and is now quite often referred to as community services. For the purposes of this paper, however, I would like to restrict my comments to the non-credit courses, even though many community services divisions do offer credit as well as non-credit courses. Further emphasis will be placed on evaluation of the non-credit offerings.

I feel some particular affinity for this project inasmuch as I have attempted to research and evaluate counseling services for a number of years and find that a high tolerance for ambiguity serves well in both endeavors since neither are readily amenable as subjects for research. Education was not created for research endeavors, as much as some of us in education would like to see it that way; rather the reverse relationship should exist. But the demands to be accountable (excepting for legislators or top-level administrators) have intruded into colleges to the extent that some institutions are now requiring a social security number and developing a transcript -- never mind that students often don't want a transcript -- so that this population within higher education may now be more closely scrutinized. Under the assumption that since some students want credentials, it should be good for all.

SECTION I

I would like in this section to develop the position that research needs of colleges may be carried out at a level adequate for budgetary planning and legislative demands for accountability without placing demands on the student which are contrary to laissez-faire philosophy which has been well received by so many citizens.

Evaluation efforts may be directed toward the producers (teachers), managers, or the consumers (students and/or the general citizenry), or the product. Let's look at evaluation on each of these levels, then at the role of basic research and the gap between what we know about Adult learners and what we teach our faculty.

I. Evaluation of the Product

What is the product to be achieved in the offering of non-credit courses? Is it an increase in learning, more favorable attitudes of citizens toward education, improvement in effective use of leisure time, or perhaps merely something so mundane as more users (students)? If all we are to be concerned with is increased consumerism, then a mere count of enrollments would appear sufficient for evaluation. Probably most of us would prefer a more substantive product, and to that end may address evaluation to other intentions. If it is increased learning we are seeking, then the standard models for evaluating learning may be sought although the mobility of the student and his reluctance

to be tested and the absence of grades suggest that most evaluation attempts in this direction will be futile. The measurement of attitudes is often less threatening than the measurement of learning. Therefore, we may feel comfortable in the belief that we will obtain more accurate assessment of attitudes as a product.

To measure more effective use of leisure time requires considerable research design flexibility and probably a heavy commitment of resources. To illustrate one possibility, a research team may spend two weeks in a condominium analyzing in considerable detail the behaviors of the occupants prior to the introduction of non-credit courses offered off-campus (at the condominium by the local college). Following the intervention of the non-credit courses, a similar description may be obtained using the same model for analysis. Present and past assessment may be compared and then -- then comes the difficult part of making judgments with respect to the question of -- are any noted changes reflective of "more effective use of leisure time?"

II. Evaluation of the Producers (Teachers)

One area which remains a weak spot in the teaching of non-credit courses is the quality of instruction, the reasons for which you are all too well familiar -- low pay, irregular hours, lack of background, etc. Evaluation by administrators and students would appear to be essential as a guide for sorting out of those who are least effective. (It is, however, hard to cull out inept persons if the replacements are no better and the course would be dropped.) In any case, evaluation is easier to accomplish with teachers and should continue. Perhaps one of the best ways in community colleges to measure the instructor is via student retention/attrition ratios. Student evaluation of instructors of non-credit courses is particularly biased since those who do not care for the instruction have usually disappeared by the time the evaluation is conducted. Of course, if too many disappear too often, that in itself should tell us something about the instruction -- or perhaps the course itself.

III. Evaluation of Managers

One of the least evaluated groups in the entire scheme of things is that group composed of the supervisors or managers of non-credit offerings. Where evaluation does occur, it is often done solely by the immediate supervisor and is based on such variables as maintenance of records, absence of complaints from the "regular day-time credit course instructor" (complaints often related to room cleanliness) and other such matters.

I am aware of no particularly compelling reasons why administrators should not be evaluated by the instructional staff. Administrators are to be evaluated to assess the extent to which scheduling of courses is the most appropriate; that community resources are well utilized; efforts toward surveying community demand are made and the best available teachers are hired. Not only should this evaluation be done by the next highest level administrator, but also by the teachers, students, citizens.

IV. Evaluation of the Consumer

A. The actual student.

A well designed evaluation instrument provided the student as he registers

for a course may yield the most information with the least expenditure of resources. Since it is obviously misguided to assume that students leave a course -- or for that matter, stay in a course -- only because of the instructor, the evaluation questionnaire must be as complete and thorough and short as is possible to obtain. Under the category of evaluating the student, I should mention the application form. I believe that the more descriptive information we have on students in the area of demographics, the better we can plan future curriculum offerings. The dilemma, of course, is that some potential students may be inadvertently turned away by too much paper work. I'm not quite sure how to assess the achievement of an effective compromise, but it does seem that we ought to strive to collect as much data as we can without turning away too many students. I say "too many" since there are probably some people who are turned off by having to sign their name, so it is inescapable that even minimal information collection will lose some potential students.

B. Citizens within community

It seems to me that much valuable help can be obtained from evaluation provided by the local citizens, who may or may not have ever participated in a non-credit class. In this instance, one has the advantage of using opinionairre research designs, with their inherent strengths and weaknesses In addition to the valuable information which could be obtained from a thoughtfully constructed opinionairre, it could be assumed that in most instances, such research would generate positive relations between the campus and the community. Are the kinds of courses being offered and the times offered correct and useful for your public?

V. Model

As with most research efforts, it is highly desirable, if not imperative that objectives to be achieved should be explicitly stated. A broad base of faculty, citizens groups and administrators should be part of the source for ideas from which objectives are to be built. The next step is to place in priority order the objectives and to call on resource persons to develop a research design to determine to what extent the objectives have been met. Answers should be of both a quantitative and qualitative nature and should in turn affect change in the curriculum.

Such an evaluation medel as briefly sketched has been undertaken on a state-wide level in Florida by the Inter-Institutional Research Council and data are now in process of being collected. Information can be obtained from James Wattenbarger at the University of Florida.

SECTION II

Action research of the type described is helpful in many applied areas, including curriculum revision, instructional strategies revision, and administrative changes in scheduling, etc. But in addition to action research, there is a continuing need for basic research in the fields of developmental psychology, motivation, adult learning and gerontology. Many myths have been exploded during the last generation because of fundamental research in these fields. It used to be believed (and still is by all too many persons) that fundamental learning and retention were necessarily dimished in the adult learner. Not so,

of course. It has been discovered that the assumed decline in adult learning was a function of error in research methodology. When cross-sectional studies on the adult learner are consulted, there does appear a decline but this is an artifact as is disclosed by longitudinal studies using the same persons or subjects over long periods of time.

Our notions of motivation and use of instructional modes are each deeply rooted in information based on experience with young children. However, when we are able to discard the idea that adults are to be taught as children, we can follow the sound advice provided by Malcolm Knowles and many other leaders in the field of adult education. This advice stresses the implications for curriculum design, teaching and administrative policies which follow from knowledge of differences between the child and adult learner. In my view, it doesn't matter whether the courses provide college-credit; the precepts are the same. If anything, it is more critical to be aware of and use the knowledge of these differences in the teaching of non-credit courses, since the threat of grades is removed in non-credit courses, thus increasing the dissimilarity between the child and adult learner.

It is all well and good for us as professional members of the adult education community to say that we are and have been aware of these differences, having read the literature and expounded this philosophy ourselves. But the more fundamental problem at this juncture seems to me to be whether we have taken steps to assure that those actually working in the classroom have also an awareness of the philosophy and techniques of teaching advocated by Knowles and others. It is my impression from talking with many instructors in the non-credit area and from talking with many students who have taken non-credit courses, that few instructors are attuned to the available research.

SECTION III

The point is that not only is further basic research required but that dissemination of already available information is crucial to effective implementation. It is often the case that the very structure of community colleges militiates against education of faculty. This presents an opportunity for creative problems solving by administrators. I would suggest as a high priority the development of a systematic process by which instructors are afforded the opportunity to become familiar with the current findings of adult educators. In-service training, time set aside (with pay) for consultants to talk with your instructors, prepared handbooks summarizing current research in the field, and the like are elementary means for beginning this process.

In summary, I have tried to outline some research needs directed toward the product, the consumer, the producer and the manager, touched on a possible model, and finally stressed the continuing need not only for more basic research in the area of the adult learner, but the immediate need for those in adult education to bridge the wide gap between what we already know and what the classroom instructor of the non-credit student both knows and applies.

ACHIEVING OBJECTIVES THROUGH THE

POLITICAL PROCESS: EXTERNAL FOCUS

An outline summary of remarks by James L. Wattenbarger,
Director, Institute of Higher Education University of Florida.

ACHIEVING OBJECTIVES THROUGH THE POLITICAL PROCESS: EXTERNAL FOCUS

An outline summary of remarks by James L. Wattenbarger, Director, Institute of Higher Education, University of Florida

If we are clear in defining our objectives there are identifiable constraints which are in the environment. These may be easily identified. This is where we exist and where we must react. Included in these are:

(1) Constraints occasioned by law

(2) Constraints occasioned by academic rules--quality controls of accreditation or licensing agencies

(3) Informal pressures caused by political power structures

(4) Social pressures which result in inhibited action

The sources of these controls to which we must react are, for example:

(1) State government which exerts direct influence and control over:

costs of operations

goal divergence

role and scope

resource allocations

(2) Federal government which directly influences through stated priorities for grant allocations; special laws on affirmative action, equal opportunity, or health and safety.

(3) Local governments which provide specific incentives in curriculum and day to day policy making.

(4) Professional controls through the medium of quality controls such as accreditation and/or certification. Collective bargaining will need support.

(5) Parents and alumni - in the politico-social power structure.

(6) Manpower users--over curriculum and policy making.

The educational institution (college or university) has developed "set" ways of responding to pressures. These are not always good, however, for example:

1. Where told to cut income, the response may be to seek new sources and/or raise student fees.
2. When faced with new laws deemed to be undesirable, the response is to lobby against the legislation, or be passively resistant, or sabotage the law itself.
3. When enrollment drops, the response is to change (improve) the curriculum or "beef up" the faculty, or work with other colleges.
4. When there is trouble in the placement of students, the response is to improve placement activities, or shift the curriculum.
5. When personnel are harrassed by whomever, the response is to change the rules or to react through an organization such as the AAUP or the AFT, etc.

6. When research activities are not achieving support, the response is to beef up the staff or to seek new clients.

The educator must understand the community power structure. He must identify it and become knowledgeable on how to use it--rather than fight it.

There are four types of power structure which may be used or may be contended with: monopolistic, multigroup non-competitive, competitive elite, and democratic pluralistic. Each of these has its own characteristics; each requires different reactions.

If we are not clear in identifying our objectives, we cannot carry out any intelligent reaction. There is no simple course of successful action.

CALIFORNIA COMMUNITY COLLEGE COMMUNITY SERVICES ASSOCIATION

CONFERENCE NOTES FROM AN ADDRESS BY DR. PETER DRUCKER

NATIONAL CONFERENCE

SAN DIEGO, CALIFORNIA

MARCH 3-5, 1976

Ladies and Gentlemen:

Let me start out by saying that despite those three hours which Jim Hardt mentioned, I know nothing about Community Service and very little about your Community Colleges. But I do know that there are well over a hundred in California alone; I would imagine something like fifty, sixty or seventy representatives from other states are in this room. And so I know that we have about twice as many definitions of objectives of Community Service in this room as we have colleges represented here.

Now this is, I think, proper. Community Service has to serve the community and yet communities are diverse and not only in California; each of you, quite obviously, therefore, has his own program, his own direction, his own opportunities and his own needs. But a few things are probably common to all of you. There are few things you are unlikely to do even though everybody in this room knows it might be a good idea to do them. I hope at the end of my half hour you will say that "This fellow Drucker didn't tell us anything we didn't know." Then I am going to be nasty and sneer at you and say "Why the dickens don't you do it?"

The first thing is that where you sit is a place for you to spend the minimum time. Do you spend enough time in your community to know your constituents? Do you even know who they are? Let me say you are thinking in terms of groups and needs to serve but one also has to think in terms of the groups that have to know what you are trying to do.

The first question I would ask if I were in your shoes—and there are many things the good Lord in his infinite mercy has spared me and this is one—the first thing I would ask is, "Who are the groups on whose support I depend? Who are the groups who have the veto power over the things I want to do or at least can make it difficult." What you are almost certain to do if you behave like any other administrator in a public service institution is to try to keep what you are doing fairly well hidden from those groups. That is the reason why you then need a consultant; let me say that I am busy enough so that I do not have to create additional charts. The supply does not seem to run out. So let me say this is the worst thing one can do in the kind of organization you are heading. One can't brush an elephant under the rug. You have to know the groups in the community on whose support you depend because they can block you, because they can impede you, because they can make life difficult for you and one has to say, "What is it that they expect, what is their reality, what do they see when they look at my institution, what do they expect and what is it they don't see and maybe can't see." The only way to find this out is outside your office. One of the most important lessons one can learn as an administrator is something the psychologists discovered maybe sixty years ago, namely, that what is obvious to me, nobody else can see at all.

Now you can see what is at the back of me and I saw it of course when I walked up here but I didn't look and I have no idea. On the other hand, unless you turn around, if I ask you are there eleven waiters standing out there (there are two), you can't answer. You don't see the obvious, one of the fundamental laws, and so you may take it for granted that I don't know who these constituents of yours are. Well, you have your Community School Board, your Community College administration, the people you know and are conscious of. But who are the others on whose support you depend, or on whose non-blocking view you depend, and what do they see when they look at you. What do they expect, what can they perceive, what can they not see. And don't start out by saying "It's obvious" because that simply means that you are wrong. What is obvious to me is always hidden to everybody else. The first thing to say to somebody in your situation, whose job it is to use a Community College as a base to give service in the community, is to know who the constituents are and to take a little time—and it does take time—and a little effort to find out what they see, what they expect and what they cannot see and cannot perceive. Then you have to start thinking through how you can get to them. That is not the

only thing to do but it is the first thing to do because if you don't do it, your programs will not make sense. You will not even realize that there are vast and important constituencies which maybe you will never serve and should never serve but which have an interest in what you are doing and at least ought to know what you are trying to do, unless you want to be shot down. So this is the first thing to say.

The second thing to say is that everybody in this room, including myself, is grotesquely overextended. You don't have to tell me how many activities you are trying to keep in the air, I know that it is too many, and with the nature of your task, you will always be overextended. There seems to be a kind of Parkinson's Law for Community Services that the need for services expands twice as fast as the services, maybe it is three times as fast. So one has to think through, what are we trying to do. Usually this is put first but I quite intentionally put it second. The question, "Who are the constituents?" comes first and it makes very little sense to think through roles unless one understands the structure of the market. So what are you trying to do?

Now there are two starting points for this. One is what the needs and opportunities, prejudices, habits and values of the community are, including the structural changes in population and age structure and so on. The other ones are the things you believe in and are good at. You need to start from both and somehow your program has to reflect both. Don't make the typical mistake of letting the market alone dictate what you are doing because then you will not really believe in what you are doing; and, believe me, no program really works unless the people behind it are committed to it and really believe that it contributes. Don't also make the typical academican's mistake, "We know what the community needs and we know what it should have." A program needs to reflect both and that is your decision —not alone, of course, but first you have to think through what is right.

May I please say that the typical and worst mistake of the administrator is to start out with the compromises. Don't start out with saying "Joe over here doesn't like this and Jim over here likes that" and then you start out with who is right. No. One starts out with thinking through what one wants to do, then one begins to make compromises.

There are two very simple reasons for this. Reason number one is; we all know how to make compromises, that is one course you don't have to offer. The second reason is that unless you know what is right, you don't know what is the right compromise and what is the wrong one. There is a difference between "half a loaf is still bread" and the judgment of Solomon: half a baby is not half a baby, it is a chunk of meat. Unless you know what is right you don't know that half a loaf of bread is still nourishment, you don't know what is half a loaf and therefore will still maintain the essence, the integrity of the program; and which is the judgment of Solomon and destroys. So you have to think through what do we really try to do in this community with the resources available to me, which is people primarily and the things I believe in. Don't do things you don't believe in, but on the other hand, don't start out doing what you know is right unless you have looked at the market.

Next let me say that you are not being paid to run programs. You are paid to make them successful. Any fool can run programs. But it takes high leadership to make them successful. One makes programs successful by concentrating resources on a few, real key objectives where one can make a real difference in contribution. You will then have to do fifty other things but make sure that the priorities are adequately supported and make high demands on them.

The other thing that goes with your administration is a systematic procedure for abandon. You are all overloaded and let me say, if one doesn't have a mechanism for excretion, one drowns in one's own toxic waste products and all of you in this room spend, I don't know how much of your time, on taking care of the things that should have worked and didn't, things that made sense yesterday. Well, you haven't been around long enough to be the victims of history, but you know, that goes awfully fast. Many, many years ago I walked in the 150th Anniversary Procession of Princeton University. I represented a brand new, small, liberal arts college and I found myself next to a very distinguished elderly Spaniard who represented Salamanca University, founded in 1240, and so we introduced ourselves and I said to him "I won't even tell you what college I represent, you have never heard of it, it is brand new." He said "My dear young colleague, you do not understand universities. By the time they graduate the first class, every mistake has become hallowed tradition." So you probably by now have your hallowed traditions too.

One needs an abandonment process and one puts every program, every activity, on trial for its life every two, three or four years and says "Knowing what we now know if you were to go into it, would we go into it"

and if the answer is "No" one doesn't say "Should we get out?" one says "How fast can we get out?" Your problem is that, for your kind of work, resources are scant not because you don't have the money but because it takes a certain kind of people to do it. They are not very common and if you don't focus them on the opportunities for contribution, they will be swallowed up by the problems. The trouble with holding a finger in the dyke, apart from the fact that it's not the best way of preventing water to come through, the problem is that you can't get that little boy off that finger. You have to hold the little boy there unless you take a hacksaw and hack off the finger. That's what you are doing, very often, but the little boy is forever there and so you will find that your few good people are committed to the obsolete, the failure, the things that should have worked and did not, the things for which you worked so terribly hard and get nothing to show for them because it was a good idea which didn't work—and so one has to have an organized abandonment program.

If something doesn't work, give it a second try, if you really believe in it, but if it then doesn't work again, don't try again. The probability diminishes very fast. Every try raises the odds by 50%. The probability of the third try succeeding is one third of that of the first try and so one does not try and try again. One says it would have been a wonderful idea but it doesn't work and I don't know why it doesn't work though it should.

All of you know that one large automobile company in the country, Chrysler, is in dubious condition and whether it survives is always a question from one year to another. But I don't think very many of you know why. It is in dubious condition because of a car which the oldtimers in this room remember. Some of you may even have driven in it, of course it is the DeSoto. But you see, everyone remembers it; how many of you drove it—not very many, see. But the De Soto for 30 years was the best loved car in America, the best engineered car, the best everything car with only one minor defect; the American public didn't buy it. And so for 30 years the De Soto was going to go over the top next year and next year never came. Every survey conducted by our friend George Gallup, showed that the great American public loved it, that there was no greater brand recognition of any car, other than the Model T, than the De Soto. The only thing wrong with it was that somehow the American public did not buy it. But is was the best value for the money, a wonderful car, and for 30 years, every time anybody in the successful Chrysler Divisions—Plymouth, Dodge and the big Chrysler—everybody who showed the slightest ability to produce results was plucked out and thrown into the fiery furnace of the De Soto and a year later he was an ex-Chrysler employee. That drained Chrysler not just of money but people and this is the fundamental cause of why Chrysler is so sick; it never recovered from near-success, the most dangerous thing in the world. So will you all please learn to organize abandonment.

And will you learn also that the most successful programs you can launch are the ones that after two or three years don't need you any more. The greatest danger in your kind of work is proprietary pride and so one looks at any program and says "We started it, who should now take over". For if you build a big machine you are going to become totally unable to produce. You are initiators, you are people with imagination, courage and organizing ability. You are not doers. Be careful not to become sucked into running things too much because that absorbs energies and that, let me say, also means that you are not really contributing. Your greatest contribution to a community is not programs. It is to enable people in the community to do things for themselves because you have had the vision and the courage and the leadership and for a few years you supported them, economically, but above all, morally. After three years the program they take over is maybe not quite as professional as the one you would have been running for them—but it runs all right. So they don't know how to run a slide projector, but you see, the number of people in this country who know is very small in case you haven't noticed. So what? We have all sat through enough presentations where the slide projector did not work and the slides were all upside down, we survived.

So one looks at two things. At the things one goes out of because they are unsuccessful and the things one goes out of because they are successful. Your greatest impact is as a multiplier, as a leader, as a catalyst. If you get sucked into doing, you will soon find that the quality will disappear because you can't do that much, nobody can; and you are all overextended. So your greatest contribution to a community's Community Services is to build a community. Now, one does this by enabling people, other organizations, to take over the things you have pioneered. If you want your name on the door it's nice, "Originally started by the Community College" but it's not very important.

Now, certain things you will have to keep on running; some because there is nobody else around to do it, others will make sense only as a continuing effort. But keep it in mind, the abandonment function is what keeps you young and keeps you tackling new things.

The next thing to say is that by the nature of your task, you are problem focused. You are looking at the needs of a community and that is necessary. But it's terribly dangerous because very soon one becomes problem-bound; and, there is very little one can really do with problems. If you solve the problem, you are just back where you were before. Opportunities are what one needs. Make sure that you don't let the problems of the community become your master. This is going to be very difficult because this requires the capacity to say "No," the capacity to say "This is a problem but it is not ours," partly because it is not within our competence and I know you good people are very reluctant to say this. By law you are competent to do everything but that just is not true, nobody is. Let me say this is one of the things in which you will have to educate your constituents. What are we, in this Community Service, good at? What are we competent to do? Partly a matter of the kind of people we are, partly a matter of choice, this is what we see as major opportunities. But accept the fact that while you are capable of very great versatility, there is not any one institution that can do everything.

I don't know if we have any hospital people here, but let me say the hospital is very good at taking care of sick people. It is abominable when it comes to health care. It is not the hospital's job and it is totally unable, as we have learned, to substitute for the private physician in the inner city. The Out-Patient Department of the hospital is a disgrace and a very expensive one. It costs a great deal more per patient than the greediest Park Avenue internist would dream of charging and the results are poor. This is because most of these problems are not primarily medical problems, they are social problems, and the hospital is unable to handle them. Setting a leg—that is something hospitals turn to with enthusiasm and are good at and should be good at. This is not just the American hospital, it is every hospital. And so hospitals will have to learn to say "No" because otherwise they get sucked into things they are doing very poorly and their best resources are being swallowed up by it. They very soon begin to neglect the jobs they are good at, which are necessary jobs and demanding jobs. So what are we good at and what services match the opportunities of this community and, therefore, what are our primary targets of opportunity and where do we have to learn to say "No" or at least to learn not to volunteer?

This is your job because one cannot do everything, one cannot be everything to everybody and if you want to have respect and effectiveness, you have to have a profile, a personality. People in your community have to say "These folks up there, they do this really beautifully" and when we have a problem of the elderly or a problem of the kids or whatever, or a problem of enabling volunteer organizations to function, there is no place where we get as effective, as strong, as productive a support than the leadership that's "Up there." But to run the playgrounds we'll have to find somebody else. One has to learn to say "No". All of you in this room know how one bends with the wind. All of you know how one says "Yes, but". All of you probably know when one says "Maybe", one of the most important things for an administrator. But instead of saying "no" one usually says "I'll appoint a committee to make a study." That, however, means "I'll bury it". All right, promise to appoint committees. Promise, but don't do it unless you have people who fit that old definition of the worst kind of general staff officer, the one who is incompetent but industrious. If you have one of those, maybe you do need a committee. But other than that, promise a committee but don't deliver it. You can't afford to waste that much time, you waste enough as it is whether you like it or not.

These are some of the important things to stress. Let me say only two more things, three perhaps. The first one is, a good many of you work with volunteers, volunteer organizations, volunteer staff. I can claim to have a distinguished history of failure with volunteers so maybe you can learn something from us. Don't ever accept the fact that they are volunteers. Make the demands on them you make on professionals. One does not get work out of volunteers if one accepts the fact that because they don't get paid they don't have to do any work. If you do, the volunteers won't respect you. Sure, volunteers are different—but not very much. There is the woman employee whom you pay who has a thirteen year old daughter at home and you don't say she's got to show up on the day on which little Susie has the mumps. You know she should stay home. The distinction between her and the volunteer is more one of a social security number than anything else. Volunteers are part-time people not full time. But in that time they give you they want work, they want to make a contribution; they don't respect you if you don't demand and expect that contribution.

Altogether, will you please accept that the first job of an administrator is to make sure that the poeple in his organization can do the work. Your first job is to make sure that people can do the work and that they are not impeded by you. The worst sins are committed in the hospital when the floor nurse is found to spend 75% of her time filling out papers that have nothing to do with patient care, not even because Uncle Sam demands them. There are many reasons why young women go into nursing school but not one goes in there to become a clerk.

So it is your job to enable people to do the work, volunteers or paid people. And so don't hesitate to ask people: What do I do as your manager, as your administrator, that enables you to do the job? What are the things we do that help you and what are the things we do that hamper you? And do we altogether enable you to perform? You cannot do the performance for them but you can prevent their performance and so make sure that you, in your relations with volunteers and paid staff, constantly ask "Do we make it possible for you to work"—and especially with volunteers. Part of this is setting high goals and demanding performance. People can perform to almost any standard. People are not only willing but eager to perform but the standard has to be there, the demand has to be there. They don't respect you, they don't respect themselves if it isn't there. This is particularly important with volunteers where it is so easy to say "Well, we have no control over them and they come and go as they wish" and it is true but it is also not true. Treat them as people who want to do a job and then it is your job, your responsibility. Enable them to do it, that's the first thing to say.

The second thing to say specifically is: take charge of your relationships. It's your job to think through on whom you depend for information and ideas and support and who, in turn, has to understand what you are trying to do. It's your job, nobody else can do it for you and nobody else will. And so spend a little time and ask yourself who in the Community College, who in the School District, who in the community has to understand what we are trying to do. Who depends on me for input and not just for a budget and on whom, in turn, do I depend for understanding, for ideas, for support or at the very least for non-resistance. Then one goes and says "This is what I think you expect from me, am I right?" Nine times out of ten when you say "This is what I expect from you" the man or woman will look at you with big eyes and say "Why didn't you say so earlier?"

This begins with that intimate friend and adversary of yours, the College Controller. He does not understand, if he is a good Controller, he hasn't the foggiest notion of what we expect of him because he believes like every other controller that the Bible begins with the words "In the beginning was double entry bookkeeping." Maybe at the end will be order. But here we are at the beginning. But he doesn't know this if he's a good Controller and he shouldn't. But because if he's a good Controller he tries to understand you but you have to help him. On the other hand, I don't think that you can imagine how little of what you do is really understandable and comprehensible to him unless you tell him.

So take care of your relationships, nobody else can. Make sure that what you are trying to accomplish the people in the community and on the campus on whom you depend for support—or for non-resistance—can and do understand.

In the first place there is no such thing as telepathy. What you do is very clear to you. But nobody else understands you. You can count on their tolerance. But people can't support you blindly. They won't, especially as some of the things you are trying to do are not going to work. Then when one gets into trouble one needs informed support. And one thing I can predict for everybody in this room, the only thing I am willing to predict for any institution, is that it can get into trouble. So don't rely on telepathy.

Secondly, don't try to do what is so typically done in your kind of institution, that is to avoid conflict by hiding things. It doesn't work; it never has. It only makes people suspicious and eventually it always hits the front page.

So, all right, you and that Community School Board member disagree. But at least while he is not very happy, at least he understands what you are trying to do, at least you level with him and at least you understand where you will run into trouble. The main reason, however, is that unless you do this you are going to miss the opportunities. You are going to say "I can't tell Jim this because he's opposed to it." Maybe. Actually, nine times out of ten, or eight times out of ten, it turns out Jim isn't particularly interested. But if you feel you can't level with that fellow, nine times out of ten you will be guessing wrong. Then you suddenly find yourself hiding things or not doing things for fear of resistance where there isn't any. On the other hand, you expect support where there isn't any.

In your situation where you are a bridge between three communities, your own community, in Fresno or wherever you are, your administration and the Board and your academic colleagues who, as you know better than I, haven't the foggiest notion of what you are trying to do (and if they ever knew, would take a very dim view of it because it's much too useful). You have three very different communities with very different points of view and you are the bridge between them in many ways.

You have to maintain the bridge in working order. Make sure that you know what you are trying to do and above all that you know when you are going to say "No." If you want to do it, well—all right you may have

to do. But if you don't think it makes sense either because it is not the need of the community or because you don't have the resources, or because it is really somebody else's work—then say NO. Resist the temptation just to do things because somebody else is doing a poor job. Don't rush in to fill a vacuum. If somebody else is doing a poor job and there is pressure on you to take over say "All right. So the hospital is not taking care of the health education in the community. But it's the hospital's job. We don't intend doing it—what are you going to do about the hospital? We have other things to do." Unless you are convinced that you can make a real contribution, and that is really your decision, don't rush in. The old Army rule is a very sound rule "Don't volunteer." Make sure what you want to do and then do it. Don't allow yourselves to become a crutch. You will not get performance, a crutch never gets performance; all you can do is convert the moron into an incompetent. Don't allow yourself to be sucked in. Make sure what you want to do, what the community needs and can support—and at the risk of being very unpopular, the best test of what the community supports is still whether they are willing to pay for it.

I personally suggest that you expect each program to pay for itself. Not because you will be able to do it or should. But because if you can't get it to support itself there has to be a very good reason for continuing it.

For what is "quality" is determined by the consumer, not by you, and the test of payment is still a pretty good one. Otherwise there is always a danger that you fall into the engineer's definition of quality which is something that is terribly hard to do and costs a lot of money. That is not quality, it is incompetence. This is not your final test but it is something one keeps in mind. Is a community willing to take it over and pay for it? We have established and have shown what we can contribute. We have shown what it should be and now we are putting in our little money, those five cents we get in California isn't that much. We have put it in; now we need seed money to start something else. Are they ready to support it, can it stand on it's own feet, can we taper off our financial support? If so, we have created something.

Finally, think through what you in this Community Service and this community really want to do the next year or two or three. What three years from now should be the measure of your work? What do you want to leave behind, what claims should benefit from your work? And the first aim in your kind of work is always to leave behind people who can keep going for themselves by knowing what you have pioneered, what you have envisioned, what you have built.

Thank you very much ladies and gentlemen.

BLENDS OF COMMUNITY SERVICES AND CONTINUING EDUCATION
AT THE COAST COMMUNITY COLLEGE DISTRICT

BY

LESLIE PURDY

The initial invitation for me to participate in this conference cited my work as a research assistant at the ERIC Clearinghouse for Junior Colleges, based at UCLA. In that role I had done a lot of reading and writing about the fields of community services, community schools, and continuing education. However, I have taken a new job in the last year—jumping into the fire of a "real" school, and a "real" community, and of course very "real" students. I am presently designing educational television materials and courses for the Coast Community College District, a district north of San Diego in a suburban area of Orange County. Consequently I no longer am as able to comment on blends of community service and continuing education in theory but rather will talk about how it works at my district.

The blend of community services and continuing education at the Coast District is presently in a state of flux and evolution. Let me briefly describe how and why.

In one sense, Coast's colleges are fairly typical: they are both comprehensive community colleges, and both are fairly new. (Orange Coast College was founded in 1948, and Golden West College was founded in 1966.) Both were master planned for maximum enrollments of 13,500 each. Today Orange Coast College enrolls 32,700 day and evening students, and Golden West College has over 21,000 students. Thus, the two colleges are working at the capacity of their physical plants, and yet the region has a growing population. Both colleges have been closely tied to their local communities

and have offered extensive community services: cultural and recreational programs, courses and non-credit programs offered at off-campus locations, and more recently sponsorship of child day-care centers and women's centers as just a few examples.

But Coast District's commitment to community service has also led it into some not-so-common arenas. For the last four years, the District has owned and operated a public TV station, KOCE Channel 50 in Huntington Beach. As Orange County's PBS TV station, KOCE has special responsibilities for broadcasting a wide variety of public service programs--everything from children's television and PBS offerings to locally-produced series and specials on local political, civic, social, cultural, and educational topics.

In addition to public service programming, however, the District and KOCE have also undertaken the job of designing, producing, and offering a large number of television courses--courses offered over the air during prime time to District residents. These are college-level courses, and anyone completing the required viewing, reading, and exams can receive credit from one of the two District campuses.

How does all of this work from the student's point of view? Judging by our TV course enrollment (which, of course, does not include the number of people who watch the programs for general interest and enlightenment), this form of continuing education serves many needs. This past spring semester we offered seven courses: four general education transferable courses in anthropology, psychology, American history, and an interdisciplinary course in contemporary California issues; and three courses in areas you might classify as adult education or community service: music appreciation, sewing, and home gardening. Presently we have over 6,000 students enrolled in these seven courses with equal interest in both the traditional academic as well as the non-academic courses. The course with the highest enrollment

is Home Gardening with 1,700 taking the course for credit! The great demand for this course caught us off guard, causing some minor crises in the book stores and also for one faculty member who found himself with 1,000 students wanting to learn how to landscape, raise vegetables, and have healthy house plants.

This semester's TV course enrollment of 6,000-plus is not unusual. In the Fall of 1975 we had 5,500 in seven courses, and last Spring we had over 7,000 students enrolled in six courses.

Let me describe in general how these courses work. First, promotion of upcoming TV courses is extensive: flyers are sent to District residents that include mail-in registration forms. In addition, we utilize newspaper and magazine articles, radio and TV notices, as well as on-campus catalogues and registration. The promotion program is designed to attract people who cannot or do not want to come to the campuses, but also people who are also enrolled in courses on campus.

Once registered, the student receives a packet of information. Included is a welcoming letter from the course faculty/facilitator describing the course in depth, outlining assignments, required books, and assessment options. Also included may be a pre-test, a list of campus services available to TV students, and a schedule of programs for the course. Books can be ordered from the bookstore by mail or picked up in person. Some students may only come to campus to take a mid-term and final exam, submitting all other assignments by mail to the facilitator. Others may utilize the cassettes of each program that are available in campus media centers. Other services have also occasionally been provided: optional review sessions on campus and off, audio tapes available by telephone, non-graded quizzes that are computer scored and returned to students in a day or two, and faculty available by phone

or during office hours. And we have a lot more services with which to experiment, as we learn more about the special needs of these students.

What kind of people do we serve with our television courses? For the first year or two of our TV courses, the typical student was a woman at home during the day as a housewife and mother, and in her early 30's. Often these students already had completed some college-level work, but rarely had college degrees. Many times we found they were experimenting with TV courses to refresh study skills, and if successful would then come back on campus to enroll in a regular degree program. (The semester following the offering of a popular TV course has often showed the side benefit of an increase in enrollment in related courses on campus.) But there are many other types of students; THE ASCENT OF MAN, an especially popular, high quality, philosophy of science series and television course, attracted a large minority of people who already had college degrees, even M.A.'s, taking the course for credit! This last Fall when we offered more courses during evening rather than day hours, we drew more full-time employed men seeking to pick up some additional credits toward degrees or self-improvement courses like personal law and real estate.

Still, on the average, TV courses attract students who, in contrast with on-campus students, are older (the majority this fall were between 31 and 45 years old), and often unable to take campus course work because of young children, jobs, physical handicaps, or transportation problems. Finally, another fact about TV students is that they tend to drop out at the same rate as on-campus students, with a range of 40 to 60 per cent not completing a course.

The District's involvement with educational television reflects a commitment to reach out to our community--where people are, in their homes. One of our top District administrators is fond of citing statistics on how

many televisions there are per capita in this country, and how many hours of TV adults watch per day on the average: of the 50 hours/week of leisure time, 45.3 per cent is spent watching TV.[1] Many studies have been done to discover the impact on adults. While educators have felt for years that television was a potentially very significant medium for instruction, formal educational institutions have only recently been able to directly use this machine, most often on a non-broadcast, closed-circuit, on-campus basis. Two important experiments in using open circuit, broadcast television are the British Open University and the Chicago TV Colleges.

One of the biggest problems facing institutions wanting to utilize broadcast television for educational purposes has been programming: Where could you go to find enough good quality educational TV materials? Having our own station was only partially an answer to that question. It can only produce about two complete series a year, (in addition to its public service programming). One educational series is usually 30 half-hour programs, plus print materials, tests, and administrative and faculty materials. A second answer is to work cooperatively with other schools producing educational television materials. For example, Coast is a member of the Southern California TV Consortium, an organization that shares courses produced by the consortium member institutions.

This last year we have experimented with a third source of programs for TV courses: series shown nationwide over the Public Broadcast System. Many of these series have been of such high quality that, when combined with appropriate textbooks and study guides, a complete educational package appropriate as a college-level course resulted. So far three such courses of this model have been designed: THE ASCENT OF MAN, course materials done by Miami-Dade Community College and the University of California at San Diego, using the BBC series; CLASSIC THEATRE: THE HUMANITIES IN DRAMA, Coast and UCSD using BBC and WGBH-TV Boston films; and THE ADAMS CHRONICLES, Coast and UCSD using WNET-TV

New York's 13-part television series that aired in the Winter of 1976. Others are being developed at the present time.

It is hard at this point to judge the success of this third option for programming. The two courses we helped develop were used by a large number of two-year and four-year institutions across the country—256 for Classic Theatre and over 300 for The Adams Chronicles. National enrollment figures run between 15,000 and 30,000 students, and that isn't counting the many who took it as a non-credit extension program or who did self-study at home. In our district all three courses have received high student ratings. But to get more in-depth information about how these courses are used and received, Coast and UCSD are conducting a nationwide study of the Classic Theatre course. We'll get opinions from administrators, faculty, and--most important—from students.

Not all of the kinks are out of the process of using PBS broadcast series. Problems have included the local PBS station choice of broadcast times, the availability of repeat programs, and whether schools receive permission to tape off-the-air. Ideally we will get to a time when the stations with funds to develop these high quality series will work with educational institutions to design integrated educational systems that can be used by students and non-students alike for entertainment and college credit.

In conclusion, I'll report the most recent news in the ever-changing picture of community services and continuing education at the Coast District. In the Spring of 1976, our governing Board announced the creation of a third college, Coastline Community College, dedicated to serving the needs of off-campus students. Using off-campus locations and coordinated instructional delivery systems including radio, TV, and newspapers, this

third college will offer a comprehensive two-year college program specifically designed for the needs of the new clientele which have been attracted by our TV and off-campus courses so far. In deciding to open a new college, the Board was responding to the pressures of growing enrollment and population trends in Orange County. But in addition, its decision was based on four imperatives that they see effecting community colleges today. These imperatives are:

1. The acceleration of change, caused by the discoveries of modern technology.
2. The assertion of a widespread desire for greater individual fulfillment.
3. The rejection of traditional approaches to school by many students.
4. The question of the relevance both of existing curricula and credentialism to education.

These factors dictate a new and very experimental institution at our district. They may influence your institution in other ways, but I hope that description of Coast's efforts at community services and continuing education has been useful for you.

(1) "The Entertainment Industries." Andresen Securities Research, Andresen and Co., N.Y. 1973.

BLENDS OF COMMUNITY SERVICES AND CONTINUING EDUCATION

Prepared and Delivered by

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BLENDS OF COMMUNITY SERVICES AND CONTINUING EDUCATION

How does College of the Mainland distinguish the line between Community Services and other segments of Continuing Education? Because overlaps do occur, do we feel there should be greater delineation in their function?

The best term to use to identify what College of the Mainland does in its Continuing Education and Community Services Program would be "Community Education."

Community Education is an umbrella concept which includes Adult Basic Education, Community Services, Community Development, Personal Development, Skilled Training, and Community Schools.

The Community Education concept includes a process as well as program. We feel the College should serve as a resource and a facilitator in coordinating, in stimulating, stretching our constituencies in the college district with the end result being a "sense of community."

People need to be part of something worthwhile; people need recognition; and people need a feeling of some influence or control over what happens to them.

The community college is one of the institutions of higher education with the least degree of the psychological illness "Hardening of the Categories" and therefore, should be one of the most capable of accepting today's challenges in assuming greater social responsibility and becoming more intensely involved in seeking answers to tough and undramatic problems of the lower social economic

groups and as well expand its services in the cultural, recreational, health, industrial, business and governmental series of community life.

The community college has an obligation to:

1. Become a center of community life by encouraging the use of college facilities and services by community groups when such use does not interfere with regular scheduled day and evening programs.

2. Provide educational services for all age groups which utilize the special skills and knowledge of the college staff and other experts.

3. Provide the community with the leadership and coordination capabilities of the college, assist the college in long range planning, and join with individuals and groups in managing problems.

4. Contribute to and promote the cultural, intellectual, and social life of the college district community and emphasize the development of skills for the profitable use of leisure time.

AREAS WHICH NEED DEVELOPMENT FOR THE FUTURE

Adult Performance Level (APL)

We plan to transform our adult basic education curricula from GED preparation to functional competency development as outlined in adult performance level learning. Functional literacy is considered to be "what we know vs. what society expects." We will emphasize the notion of "Teach the student -- not a discipline."

The APL core competencies are as follows:

The Knowledge Areas include: consumer economics, occupational, government and law, and community resources.

Critical Skills to be learned are as follows: Communication, computation, problem solving, and interpersonal skills. We must survey the community and find gaps and then use community resources to fill the gaps.

We must secure the help of business and industry to accept the adult performance levels as more indicative of one's skills, knowledge, etc. than GED or high school diplomas.

This approach is completely competency based whereas the high school diploma is not. Approximately twenty-three million Americans are functionally illiterate today.

Value Clarification

While the major thrust is for people to analyze their own value systems, we as an educational institution must present choices for people, alternatives from which to choose.

Do they want to be more humanistic, internally motivated, more locus of self control, etc., or do they want to be more materialistic and external?

Do they want to cooperate, share, and be considerate, loving and open or do they want to be competitive, selfish, mean, inconsiderate and closed?

Community Development

The college will help people improve their local situation and become better problem solvers. (I often wonder if we ever solve a problem or merely manage it?)

Workshops addressed to problems like drainage, water-sewer problem, city incorporation, law enforcement, utilities, characteristics of the school board members, etc. are examples we have pursued thus far.

Town meetings have been developed along these same lines. Perhaps we will have to fund projects of an educational nature with objectives, results, and evaluations which will improve individual groups and neighborhoods.

The college wants to help equip people with knowledge of how to use their leisure time more effectively.

With increased leisure, we also need to aid individuals who will be caught up in the switch from the work society to the leisure society. There will be work-ethic problems, guilt and self doubts because they are not "productive."

New definitions will be needed for "productive." It will not be work oriented but more directed to human development.

THE INDIVIDUALIZED STUDIES DEGREE

In 1947 President Truman's Commission on Higher Education issued a statement of educational purpose which sums up the point of view I am suggesting today: "To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy; and it's the furtherance of individual self realization at its greatest glory ... The first goal of education for democracy is a full, rounded, and continuing development of the person."

There is a critical need for reaffirmation of this philosophy here, now and in the immediate future of our society, for it is only through individual development that a person can maintain his humanity, become truly useful in our technological, post-industrial society and communications era.

It has been said "it is easier for people to share an ideal than to carry out the reforms necessary to realize it." College of the Mainland has taken the first step toward bringing about self individual development in a consciously planned manner with the advent of the Individualized Studies Degree it is now offering for the first time.

The Individualized Studies Degree is a creatively open-ended program that focuses on the education for individual development!

The curriculum is drawn from areas sometimes referred to as liberal studies, general studies, and adult and continuing education. The overall goal for each individual is the personal nurturing of such qualities as flexibility, adaptability, creativity, openness to new experiences, responsibility and mature value development.

The student is the primary architect of his individualized program, with the assistance of a staff advisor and approval of the committee on individualized studies to provide structure and guidance.

There are no required courses per se. Each student may draw upon the widest spectrum of educational resources available at College of the Mainland or in the community at large.

Some of the resources include:

1. Associate of Arts degree courses which are baccalaureate oriented
2. Associate of Applied Science degree courses which are technical-vocational oriented
3. Continuing Education courses of a non-credit nature
4. Remedial and/or developmental courses
5. Courses via newspaper, television, radio, correspondence courses, independent study, seminars, workshops, credit by examination, cooperative education courses in agreement with business and industry
6. Other types of flexible arrangements in higher education

In other words, the program offers limitless boundaries and resources for the individual who, for a wide variety of reasons, has never found a place in the traditional framework of higher education.

These trends and facts tell us we ought to begin to view ourselves as a community resource center providing many services and serving as an information and referral center for others rather than merely thinking of ourselves as a "post-secondary institution of higher education." We need to be developing the whole man, the democratic man, and the self actualized man.

STAFFING IN CALIFORNIA COMMUNITY COLLEGES

by

Dr. Timothy Welch
Administrative Dean, Community Services
Cabrillo College

Materials in this section--consisting of tables showing frequencies of community services job titles and number of personnel, and college organization charts--have been deleted due to poor legibility. No text was included in this section in the original document.

STAFFING FOR COMMUNITY EDUCATION

Thomas M. Hatfield
Austin Community College

Is it really easier to staff a college or a university or any educational institution when it's a buyer's market, when more PhDs, more instructors, more systems experts are available than ever before?

Because of the great pool of available talent, we have said the fault is ours if we don't have the best faculty, the best administration, the best staff anywhere....but there are fallacies to this boast.

One is obvious in the statistics...at a time when there are more English teachers out of work, seeking teaching slots than ever before, we have a generation of college students who can't read and write and a generation of people who can't compute the simple arithmetic necessary for coping in America today.

Austin Community College started three years ago with a clean slate -- no students, no faculty, no buildings. But we have a lot of hope, enthusiasm, a sense of mission, and the small core of staff we had was infused with a feeling of unity and cooperative spirit. We were forced into a method of operation I was philosophically in favor of---a community-based college.

So we went into the community---into one old, but spacious and serviceable, high school building to house central administration, central services, and classrooms; into three other school buildings for evening classes, into federal buildings--including an Air Force Base, Veterans Administration building, Internal Revenue Service facilities and soon into state office buildings, into the city hospital, into recreation centers and churches, throughout the city, throughout the Capital Area of Texas.

The puzzles to be solved, the mazes to be conquered, are different from those of a college where the facilities belong to the college, where the students, faculty, staff, and administration are altogether on one Taj Mahal. The traditional community college organization charts were drawn for a long-established, traditional situation, closely related to how senior colleges are organized.

But how should a community-based community college be planned and administered?

First, there's the start-up, the contracts and agreements to be made with the public schools (for use of their vacant facilities and for joint use of their high schools--with them using them by day and the college using them by night); with the local governments (for their facilities, for their federal revenue sharing funds, for their civic theater, for their fire and police department training facilities, for their hospitals, recreation facilities, and meeting halls); with state government for employee skill and professional development; and with the federal government--for military people and their families; for civil servants pursuing a career ladder (examples: agencies of the federal government such as IRS and VA are "open-ending" their training programs and community colleges can contribute to it). Contracts with professional groups are essential--groups such as realtors, bankers, physicians.

Let me explain how our organization has evolved, given this set of circumstances.

Because of our early need to develop community resources, we divided the city into quadrants and assigned an administrator to each quadrant, called him a "sector dean" and charged him with the responsibility not only of administration of a campus but of developing other facilities and recruiting students from throughout his quadrant or sector.

This worked so well, we were lulled into believing we had a permanent solution to the organization of community-based postsecondary education. But an administrative system based entirely on geography lost its usefulness as a second large facility became available from the public schools and the college evolved into a form of two full-time campuses.

Instead of continuing the sector system, we found a great need to improve support services and supervision on the full-time campuses.

Campus administration is very different from territory administration. So we now are in the process of integrating support services onto the two campuses, but this

does not mean we are withdrawing support from the sectors. However, the nucleus of support is coming now from two campuses rather than four sector centers.

We are, in fact, adapting a more traditional organization, modifying a traditional campus structure to the community-based community college.

So what kind of people did we need in the beginning and now? The list of attributes sounds like a composite of an impossible dream --

-- *Persons with previous community college experience, for wherever the staff is based -- at one, two or many sites each person must be aware of the totality of the enterprise. We believe it essential that those who work for the community college feel it is one institution, however many campuses and centers there may be.*

-- *Persons with understanding of individualized instruction, with an understanding and an empathy with the many different kinds of people from different backgrounds who attend community colleges and sit in class side by side.*

-- *Persons with -- and here's another contradiction within itself -- concentrated energy and diffused energy. Persons who are dedicated to the whole, yet able to diffuse their energies over many tasks and serve the educational needs of many different people.*

-- *Persons with some propensity toward gambling. We embarked on a new venture. Our financing remains tenuous. We are all taking a chance, and we want the kind of people who don't mind taking chances.*

-- *Persons seeking personal growth -- while much of what we need requires self-awareness, yet to get the best people, who strongly desire a personal sense of growth, who want the personal challenge and the intellectual excitement we believe is available many fold in a community-based institution.*

Sir Laurence Olivier, asked to put into one sentence what acting is, answered: "It is the art of persuasion. The actor persuades himself, first, and through himself, the audience."

We have to persuade ourselves that persons who never before have had a real opportunity for education beyond the high school can have it through Austin Community College. After persuading ourselves, we persuade the prospective student--- and beyond these persuasions, we have to deliver on our promises.

So we need people with consummate teaching ability...persons who have tolerance and patience, who can live with ambiguity, and who can orchestrate a classroom to inspire and keep interested the really gifted students who are likely to be there and at the same time play catch-up with the students who are ill-prepared, who are afraid, who need small tasks they can complete successfully.

The open door is no good if there is nothing inside the open door to fulfill its promise. Simply gaining access to college does not constitute an opportunity if the student fails to complete a program.

And lastly, we need persons with a sense of adventure, with what J.R.L. Anderson calls the Ulysses factors -- and we have already named some of them, courage, ability to lead.

We need persons with an empathy for the communities in which they work -- responsibility to the college as a center, but also a responsibility to the people they serve. Sometimes we are asked why the community colleges are more successful in recruiting and successfully integrating minority persons into their staffs than are senior colleges and universities. This probably is the reason -- community colleges serve minority populations more directly, more intimately. A faculty and staff that is representative of the community-at-large is essential to the success of the community-based community college.

Well, after we find and recruit these persons with experience, with understanding of individualized instruction, with concentrated and diffused energy, with

gambling propensities, with ambition, with high persuasion talents, and representatives of community itself, are we able to keep the promises we make to them? These are people who won't abide unkept promises, inadequate resources, chaotic decision-making, loss of purpose, and that old cliche, "poor communications..."

The responsibility on administration is heavy indeed in community-based education, whether the nucleus be in one place, two, four, or more.

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PROJECT SOLEDAD

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In the fall of 1974 representatives from Hartnell College, California Correctional Training Facility-Soledad (CTF-Soledad), the Voluntary Action Centers of Salinas and Monterey Peninsula, and inmates of CTF-Soledad began a series of meetings to develop a program to provide college level programs/instruction for the incarcerated at Soledad. What resulted was a pilot project to test the feasibility of a public community college, in cooperation with other community based agencies, to meet some unique postsecondary education needs of inmates. Now in its second year, preliminary results appear to be favorable and possibly applicable to inmate education efforts in similar settings. This discussion will attempt to offer some insight into one community college's efforts to bring together a number of community and state resources to meet this important educational need.

BACKGROUND

Hartnell College is a public California community college located in the Salinas Valley. The college has a student population of some 7,000 and serves the residents of the Salinas Valley, an agricultural region located about 125 miles south of San Francisco. CTF-Soledad is a California State prison located within the college's district, about 30 miles south of the Hartnell campus. The average term for its inmates is approximately four years.

The central problem for project planners was to develop an approach for providing higher educational and related community-based services for those incarcerated at Soledad. As the representatives began to explore the issues involved, it became apparent that there were several important considerations for higher education vis-a-vis the rehabilitative process.

During the previous several years, the inmate population at CTF-Soledad had approximately doubled. By 1974 some 3,000 were incarcerated there with the inmate population continuing to grow. Concomitant with this expansion had been a decline in postsecondary educational services. This was due to limited financial resources of the prison. At that time there were no college level classes available to the 250-300 inmates who were receiving high school diplomas yearly.

Several inmates concerned with this problem forced a committee in 1972 with the purposes of (1) assisting interested inmates sort out the limited alternatives available to them and (2) attempting to develop college classes in the facility.

At that point, the only college level offerings available consisted of various correspondence courses. The committee was called "Inmates Committee for Higher Education" (ICHE) and eventually enjoyed the support of CTF-Soledad officials. This support was important for it enabled ICHE members to conduct surveys regarding inmate postsecondary educational interests during the next two years, which of course provided a valuable data base for Project Soledad planners.

Conversations with ICHE members in 1974 suggested the need to take a fresh look at the purpose and rationale behind our postsecondary offerings. Representatives of ICHE seemed to be viewing participation in a postsecondary education program not so much for obtaining a body of knowledge, or package of substantive skills, but rather as a vehicle for obtaining interaction with the "non-inmate" world. From the inmates' point of view, this appeared to be particularly important for their constant exposure to other inmates, they said, tended to only reaffirm the convict ethos, or psychological frame of reference.

What was required for improved rehabilitation, ICHE suggested, was an opportunity to exchange ideas, views and experiences with non-inmates...persons who have been successful in coping with social pressures and adapting to social norms.

Their survey data tended to support their concern for a social science oriented project. When given a list of subjects to rank in terms of preference, for example, classes concerned with psychology and sociology were ranked high by inmates; those concerned with career education were ranked low. Thus, project planners began moving away from a program that was degree oriented or that would build trade skills toward one that would attempt to provide maximum exposure to the "outside world."

LIMITATIONS OF TRADITIONAL APPROACH

The college had on past occasions contracted with CTF-Soledad to provide a limited number of traditional classes. Though those classes offered were well received, two problem areas remained for project planners: (1) funding, and (2) altering the conventional approach in response to inmates' unique needs.

Present California laws prohibit community colleges from receiving the usual state apportionment for classes conducted at CTF-Soledad and similar facilities. The college, due to its limited financial resources, could not fund these services without some compensation. Since the average educational level of inmates in the facility is seventh grade, the bulk of CTF-Soledad's educational funds were used to contract with the Monterey County Office of Education to provide primary and secondary level classes. Consequently, no funds were available for the inmate population in need of higher education. Moreover, those incarcerated typically lack sufficient funds to pay a fee structure that would support classes. This meant that the needs of a large number of inmates (about 27 percent) were not being met.

A second, and perhaps more significant problem for educational institutions, related to the potential inadequacies of a traditional classroom approach to higher education vis-a-vis the incarcerated. Inmates interviewed said they were not seeking

higher education to obtain a particular package of skills or body of knowledge, but rather as a vehicle to escape temporarily from the inmate mind set...to broaden their exposure to the "outside world"...and in the process obtain a better understanding of how and why they got to where they are. Process--interaction--as opposed to substance, seemed to be a significant aspect. Traditional courses were not designed to meet this type of unique inmate need.

Implicit in the project's educational concept was the necessity for inmates to have a significant input into the development, shape, direction, and evaluation of the program. This aspect appeared to be particularly important for several reasons: (1) it would contribute to tailoring the educational offerings to meet their perceived unique needs; (2) it would help inmates improve their self-image by providing discretion (which is a premium for inmates); and (3) it would provide a reasonable opportunity for success, as defined by inmates, which may not be the same criteria imposed from the outside. As one inmate put it on the latter point, "The worst kind of program they could design for me would be one to teach me a trade skill...I'm not in here because I didn't have a job, but because I couldn't avoid the temptation of making $250,000 outside the law. I need something that would help me understand the kinds of psychological and sociological pressures that led to my being here, and we haven't had any classes that helped me with that in the past."

In sum, the problem project planners confronted was to provide an educational vehicle for inmates that would enable them to explore and develop a different frame of reference, while offering an opportunity to enhance their self-image. This concept viewed higher education not as an end, but as a a rehabilitative vehicle that serves as a window to the non-convict world.

One assumption being made with this approach was concerned with attempting to improve participating inmates' self-image. Research statistics compiled by the state suggested that there was no direct link between [illegible] education and a reduction in

in recidivism. However, there did appear to be a positive correlation between a high self-image and reduced recidivism rates. Additionally, successful participation in college level programs seemed to have a positive influence in enhancing participating inmates' self-image. Thus, though we could not directly associate participation in a postsecondary education program with reducing recidivism, there did appear to be an indirect link between participation in higher education programs and reduced recidivism. Statistics concerning CTF-Soledad parolees compiled by ICHE also tended to support this approach.

This concept had some significance for the project in the way it was planned and ultimately implemented. Inmates were encouraged to help plan and develop program parameters. Members of ICHE, for example, participated in planning sessions; they helped screen administrative and faculty staff; and they ultimately played a key role in evaluating the program. This input, it was hoped, would contribute to enhancing participants' self-image as much as the actual educational offerings because it suggested that the project planners valued their opinions.

PROJECT OBJECTIVES

After meeting for several months as an ad hoc committee, a concensus was obtained regarding the proposed project. The college assumed the responsibility to draft a grant proposal to fund the project. As drafted the proposal included the following objectives:

(1) Analyze and evaluate the preliminary research conducted by ICHE, supplement research where required.

(2) Develop and conduct a minimum of four forums/seminars (four sections each) to serve as a vehicle for improving participating inmates' self-understanding, self-image and exposure to the non-convict ethos.

(3) Develop and implement a one-to-one paid and unpaid community-based inmate counseling program, composed of professionals, para-professionals, and community volunteers.

(4) Establish a community-based comprehensive information and referral system in the Voluntary Action Centers of Salinas and the Monterey Peninsula to assist inmates in obtaining basic needs (e.g. health, housing, welfare, education) upon entry into Monterey County.

(5) Evaluate effectiveness of utilizing this educational approach to fulfill inmates' unique higher educational needs and to make recommendations for possible statewide implementation by other community colleges where appropriate.

The proposal was submitted to the California Postsecondary Education Commission for consideration for funding under Title I of the Higher Education Act of 1965. It was approved for funding in 1975. Under terms of the grant, Hartnell College would administer the program and contract with the Voluntary Action Centers for community-based counseling and related services.

PLAN OF ACTION

Once funded, the project was planned for implementation in three phases during calendar year 1975. Phase I, which was from January through March, was chiefly for additional planning, hiring staff, and policy planning. Phase II ran from April through November and served as the implementation period. During the final phase, participants evaluated the first year's efforts and were involved in pursuing second year funding.

As indicated, the first several months required start-up activities. The ad hoc committee was formed into a permanent advisory committee for the project. A full-time coordinator was selected for the project, who reported administratively to the Associate Dean of Instruction for the college and served as an executive director to the advisory committee. Additionally, the ICHE research was reviewed and supplemented with additional on-site surveys; and faculty were recruited from the full-time staff of the college and other community resources. Concomitantly, the college signed contracts with the Voluntary Action Centers to initiate their data collection for information and referral services. This consisted of information concerning public and private agencies within Monterey County that would be of assistance to inmates paroled into the area.

Several areas involved considerable inmate involvement during this period: (1) the hiring of project staff; (2) developing the specific educational offerings;

and (3) establishing guidelines for admission into the program. Inmate input into each of these areas came primarily through their membership on the project's advisory committee. In screening for the project coordinator, for example, inmates sat as members of the interviewing committees and helped arrive at a consensus decision.[1]

Similarly, they assisted in screening inmates for the program. Funding limited participation, so priority for admission was given to persons with a parole date of less than one year and whose records indicated an ability to participate successfully in college level classes. Since ICHE members had access to inmates' educational files, much of this eligibility work was able to be accomplished by them.[2]

PROGRAM CURRICULUM

In developing the educational offerings a consensus had emerged. Most offerings should be social science oriented, possibly inter-diciplinary in structure, and focussing on various aspects of human and social behavior. With this in mind, project planners viewed typical offerings as exploring various psychological and social forces affecting human behavior. Elements of such offerings could include such things as a core of readings, discussion sessions to relate readings to personal experiences, and guest professionals and community volunteers. The actual content of the offerings would depend upon individual interests and needs of group numbers. Emphasis would be upon exposing participants to a diversity of viewpoints and the development of non-ego-threatening forum.

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[1]The College was seeking someone who had a background in corrections and community college experience. The candidate ultimately selected was a CTF-Soledad inmate who had participated in planning the project as a member of ICHE and was paroled early to fill this position. His Soledad experience proved to be helpful in terms of relating the project to inmates.

[2]Incidentally, inmates selected to participate did so without any charge to them since the grant was able to meet most of the educational and support costs. Participating agencies made in-kind contributions to supplement funds.

To obtain these objectives a series of seminars, short-courses, and one-day forums were developed. All were offered without credit and limited in size to facilitate discussion. The typical seminar ran from six to eight weeks in duration, meeting once or twice per week for three hours. Since CTF-Soledad consists of three separate facilities, seminars were offered at several locations to broaden participation. The less-than-semester length seminars provided easy entrance and exit for participants; and since the objective was not to explore a comprehensive body of literature, but rather selected topics of interest, the short-course format offered an attractive approach.

A number of seminars were offered using this format during the first year and were well received. Among those offered were:

(1) SELF AWARENESS

This seminar draws heavily upon the theory and practical applications of Transactional Analysis in an effort to enhance levels of self-awareness, self-esteem, self-control and self-responsibility. More than 200 inmates completed the eight week seminar.

(2) SOCIAL AWARENESS

This introductory sociology seminar attempts to assist participants define and discuss societal values, goals, norms, expectations and institutions. Additionally, it aims to help inmates come to grips with the rejection and alienation felt from conviction of a felony and incarceration. Emphasis is placed upon the recriprocal relationship between the individual and society.

(3) FEMINIST SEMINAR

This seminar focusses upon the problems concerning relationships between men and women. Various sexually related crimes are examined, including rape, wife-beating, pimping and assaults that stem from perceived sexual inadequacies. Members of the Salinas Chapter of the National Organization of Women participate in the series by leading a conciousness raising seminar with inmates approaching their release date. Together, these seminars examine the stereotypes of femininity and masculinity and how they differ from reality. Their purpose is to help prepare men incarcerated for long periods of time to relate better to females in contemporary society.

(4) YOGA AND MEDITATION

This offering explores a number of non-religious yoga and meditation techniques that aim to help participants obtain better understanding and control over one's mind and body. Participants learn relaxing exercises and techniques for reducing aggression and expanding self-dicipline. Additionally, the seminar attempts to aid inmates successfully confront and deal with life's problems and dissatisfactions.

To supplement offerings concerned with social and psychological issues, a series of seminars was developed that attempted to assist inmates with some of the more pragmatic aspects of parole. These seminars drew heavily upon various community resources and were designed to provide pre-release inmates with a package of re-entry survival skills. The need for this series stems from the handicaps and limited resources of parolees. Many inmates, for example, are released from CTF-Soledad with little or nothing more than $200 in their pockets (minus the cost of clothes they are wearing).

One inmate, who has been in and out of prison for the past 27 years, explained the human side of this:

> When you leave this place, you don't really have enough money to do you any good. No friends. No job. If you had a wife when you came, she's probably divorced you. Even your family doesn't want anything to do with you. With a record, who the hell is going to give you a job. It's no wonder some people become professional convicts. After being on the streets for several weeks of this and no money, you eventually say to hell with it, and you're back in here again.

Seminars offered to deal with this aspect of inmate needs include the following:

(1) SOCIAL SERVICES
These seminars, conducted by the Voluntary Action Centers, examine the various resources available to parolees in Monterey County from community, county, and state agencies. Emphasis is placed upon the type of problem each agency handles and eligibility requirements. Topics include welfare, food stamps, unemployment benefits, aid to dependent children and state employment agencies.

(2) LEGAL ASPECTS OF PAROLE
Presented by three private attorneys and a local parole agent, this series examined the various rights and responsibilities of individuals on parole. Topics included the changing rules of parole as decided by the California Adult Authority and recent court decisions.

(3) STUDENT FINANCIAL AIDS
A significant percentage of inmates participating in the project indicated a desire to attend college upon release. This single lecture, presented by the college's financial aids director, discussed the various admissions requirements for postsecondary education institutions, financial aids programs, and related matters.

(4) CONSUMER AFFAIRS
This series looks at some of the practical aspects of personal economics and consumerism. Topics examined include effective money management, impulsive buying, planning and implementing a realistic budget, credit, financial institutions and contemporary economic conditions.

Much of the information presented in this "survival skills" series had not been available to inmates through any systematic educational program. Surveys of inmates

participating in the project, however, rated them very high in value, particularly the LEGAL ASPECTS OF PAROLE and SOCIAL SERVICES seminars. The project's staff, based upon this response, is attempting to expand this aspect of the program to include all pre-release inmates.

Concomitant with this educational program within CTF-Soledad, the college and agencies involved with the project conducted a regional workshop on inmate re-entry problems. Called "Surviving the First Year," the one-day conference sought to increase community awareness of the kinds of problems ex-felons confront upon release from prison. More than 150 representatives from local public and private agencies, as well as other professionals and community volunteers concerned with the problems of recidivism, participated. Topics discussed included such things as "View from the Inside: Administration," a discussion by several prison adminstrators concerning the re-entry problem from their point of view; "Surviving the First Year," a panel of CTF-Soledad inmates and parolees who described the transition process from the inmate perspective;[4] and "Community Response," which consisted of a panel of local community agency representatives who discussed the types of services their respective organizations provide to parolees. The workshop was the first of its kind to be held in the area and proved to be helpful in focussing both agency and community attention on the issue.

PRELIMINARY RESULTS

Although it is premature to offer any systematic evaluation of the project, preliminary results of first year efforts appear positive. All of the constituencies involved--inmates, CTF-Soledad officials, Voluntary Action Centers, and the college--strongly support the project.

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[4]The participation of inmates from CTF-Soledad added an important first-person dimension to the workshop. Officials from the prison were most helpful in arranging for the inmates' participation, and this approach is recommended where possible for other conferences dealing with inmate re-entry issues.

Surveys of participating inmates, for example, have indicated overwhelmingly an interest in seeing the project continue and expand. Their involvement on the advisory committee has proved productive and helpful in shaping programing to meet their needs. Although steering committee meetings in the facility became cumbersome at times, due to security and related reasons, the increased workload was worthwhile. When meetings were not held, it became increasingly difficult to obtain a consensus on program objectives and needs; and with a program of this sort, involving security and work assignment modifications for several hundred inmates, full communication and agreement is particularly important. In fact, without substantial agreement and support, particularly among CTF-Soledad officials, the project could cease to be productive. Fortunately, this never has been the case due to the close working relationship between the prison and college.

In terms of meeting project objectives concerning inmate involvement with the non-convict ethos, the project surpassed its goals. Forty-six seminars and lectures were conducted in the facility with nearly 750 inmates participating. In all, 305 attended weekly seminars on a regular basis, and 460 participated in informal lectures, e.g. LEGAL RIGHTS OF PAROLEES. This amounted to nearly a three-fold increase over target population numbers.

Has participating in the project enhanced inmate self-image? This, after all, was a critical objective for the project if there is any relationship between positive self-image and reduced recidivism. The short answer is that there is not enough evidence to reach this conclusion, partly due to a time factor and partly due to the need for a more effective valuation instrument. In terms of time, none of the first year participants, who were subsequently paroled, have been out of prison for the critical first year.[5] Thus, longitudinal research data is scarce and too inadequate

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[5]Statewide statistics indicate that 47 percent of all male felons paroled from prison return within one year of release.

for evaluation purposes. What information that has been collected, however, suggests that Project Soledad alumni are making a successful re-entry, either attending college or working in the business world.

A second, but related, problem concerns the necessity to design a better evaluation vehicle...one that would help assess the project's impact upon such things as participating inmates' changing levels of self-esteem, attitudinal shifts, levels of productivity, ethos, and the like. Such an evaluation may require more comprehensive "pre" and "post" testing, as well as involving various control groups. First year evaluations consisted of chiefly inmate surveys designed and conducted by ICHE, as well as subjective assessments by participating agencies. This approach measured participating inmates' attitude toward the program, but offered insufficient information regarding the program's impact upon them; and it is the latter aspect that needs clarification. To meet this need project staff have been reviewing evaluation needs and procedures with various consultants in the field. Contracting with a consultant to help this area is anticipated early during second year funding.

Despite these limitations, there have been some signs that the project is producing positive results vis-a-vis the self-esteem issue. The ICHE committee, for example, has been able to recruit a number of new members and appears more effective and credible. Additionally, inmates on the advisory committee have indicated an interest and ability to become even more deeply involved in managing the program. A balance of inmate input versus administrative control must be maintained, of course, but their productivity and attitude towards program development is encouraging. Similarly, the fact that some 750 inmates were motivated sufficiently to participate in the program--with others wanting but unable to join because of funding limitations--suggests that this kind of postsecondary educational program can generate constructive inmate interest and activity; and even with second year expansion, it appears unlikely that the offerings will be sufficient.

One anticipated aspect of the program concerns its impact upon improving communications channels and race relations among participating inmates. As suggested, the educational offerings were not designed with this in mind. In fact, though an important problem, the implications of the seminars for ameliorating racial tensions among participants was never considered by project planners. Clearly, the program has not resolved this important problem; but the creation of non-threatening, open discussion forums may be a step in the right direction. No systematic evaluation has been made regarding the program's impact upon breaking down communications barriers among ethnic groups; but according to inmates serving on the advisory committee, there are some positive indications. As one inmate put it:

> Since Project Soledad, we've had less racial conflict among participants 'cause inmates have found a setting where they can relate to each other. After class now, for example, it's not unusual to see Chicanos, Blacks, Whites...all walking out of class together discussing some topic raised in class. A couple of years ago that just wouldn't have happened at all. They would have been walking down different sides of the hall.

Caution should be exercised, due to the narrow base of information, to not place too much emphasis upon this aspect of the program. It is only noted here because of its potential significance and to suggest that additional consideration will likely be given to the issue during the project's second-year evaluation.

FUTURE DIRECTIONS

The future of Project Soledad depends largely upon legislative activity at the state and federal level. The project was funded initially in the amount of $36,880 under Title I, Higher Education Act. After a successful first year, the California Postsecondary Education Commission recommended second year funding of $50,706 under the same act. The future of Title I, HEA has been in doubt for the past several years due to funding limitations at the federal level. Should federal appropriations for the act cease, the immediate future of Project Soledad would be doubtful.

On a state level, the California Legislature has been considering an increased number of bills concerned with inmate education. A special Assembly subcommittee

has been formed recently to evaluate educational opportunities for the incarcerated and make recommendations for future legislation. To date, however, there exists no stable funding base for community-based postsecondary educational programs like this. It is hoped that Project Soledad, and others similar to it, will contribute to meeting this important need.

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Beyond The Barred Door

Sylvia McCullom, Educational Administrator
U.S. Buriau of Prisons

Many diverse higher education programs seek to intervene positively with offenders at various points in the criminal justice process. Some programs direct their efforts to intervention on a pre-trial or pre-commitment basis; others try to provide educational services during incarceration, while still others provide post-release opportunities for higher education for offenders.

An increasing number of correctional institutions and institutions of higher education (community and junior colleges, postsecondary vocational-technical schools as well as four-year colleges and universities) are involved in such programs.

While each programs is different all share the common goals of offering prisoner/students the opportunity and means 1) to establish new personal and social contacts, 2) to examine alternative life

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styles, and 3) to acquire education and training credentials in order to enhance job opportunities; all in the hope that a non-criminal life style will replace the offender's former one.

The U. S. Office of Education (USOE) has supported a variety of experimental/demonstration projects designed to provide such opportunities. The Teacher Corps program offers offenders higher education opportunities during incarceration both on an "inside" and on a study-release basis. In addition, selected offenders are identified as learning facilitators and are assigned, on a paid-for basis, to work with other prisoners to upgrade their education levels. This combination of learning and earning plus continuation of Teacher Corps project involvement after release incorporates significant supportive factors which have been relatively successful.

USOE's Fund for the Improvement of Postsecondary Education (FIPSE) has funded Offender Assistance Through Education, a project currently in operation in three pilot locations, Jacksonville, Florida, Denver, Colorado and Charlotte, North Carolina. A national project office

located in the American Association of Community and Junior Colleges, Washington, D. C., coordinates the efforts of the three sites. The project goal is to offer judges alternatives to incarceration for first felony offenders. Community colleges are offered as pre-trial diversion resources. "The goals of the program are to provide full educational, occupational and human services assistance to referrals in an effort to break criminal career cycles; to develop collaborative relationships between the colleges and criminal justice agencies....; to encourage colleges to develop other programs for clients and employees of the justice system; and to develop program models."

The University of Massachusetts program which involves a county jail and the University demonstrates another way in which higher education can serve corrections. Staff as well as offenders are involved in higher education programs and the jail itself is used as an education center. The community-at-large is also involved in this program. By involving not only the offender and staff but the community also, all

become involved in the change process which has as its goals, upgrading the jail and increasing rapport between the community, jail staff and offenders.

Antioch College through its correctional education program is trying to involve prisoners and staff in University Without Walls undergraduate and graduate programs. A special effort is being made to provide highly individualized degree programs to people who could not otherwise enroll in higher education programs, either because of the location of the correctional institution or priority commitments of the potential student.

There has been a significant increase in college level enrollments by offenders due in part to the availability of Basic Education Opportunity Grants, Veteran's Educational Benefits as well as federally insured low-interest loans and work-study grants to finance their postsecondary education.

In the federal system alone during 1975 there were approximately 9,000 enrollments in college level courses involving an estimated 3,000 federal prisoners.

Federal prisoners earned 179 college degrees during the same year; 158 two-year degrees; 19 baccalaureate degrees; and 2 master degrees. There are no precise figures of the number of prisoners in the United States currently involved in postsecondary education programs; it is estimated that the number ranges from somewhere between 1% and 5% of all prisoners, or roughly between a low of 2,500 and a possible high of 12,500.

Post release linkages between the offender/student and a specific educational institution are very important parts of any correctional education delivery system. This linkage to be effective must include counseling, identification of sources for financial support, positive peer group contacts and other support services, as required.

The diversion of people from criminal activities through involvement in education is a cost-effective alternative and one which has long range implications for a significant number of offenders.

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BEYOND THE GENERATION GAP

By Selma Zarakov
Palomar College

Addressing myself to the panel topic "Beyond the Generation Gap" I submit to you that educators and education contribute to the widening of the generation gap far more than they commit themselves to the closing of that gap.

We at Palomar College, are very proud of our activities in this area. We have the Satellite College Program of classes in the community at mobile parks, banks, churches, and recreation centers. Furthermore we have both an Associate Arts Degree and a Certificate Program in Gerontology. Connected with these two programs I might add, we also have Community Service Programs for nurses, activity directors at convalescent centers and teachers in the field of Gerontology. I will be very happy to share information and details of our program with you.

My introductory charges, however, stand. Programs like ours are mere band-aids, tokenism, in the face of a new and demanding societal camp. New developments and techniques in medicine have allowed greater numbers of us to enjoy life in the later years. However, the same technology that has increased the life-span has reduced the work span. Therefore we have a society with more leisure and recreational time than ever before. It is disturbing to consider that citizens who were educated in the early 1900's and presently residing in convalescent centers are exercising their right to vote completely out of context with present day society's needs. The proportion is small, 5% in convalescent centers, but the numbers are great--5% of 22,000,000. It is archaic to regard education for the young only.

The thrust of support from the Federal Government and the State for these special programs has resulted in some action being taken in their daveopment. The focus is on older adult education or busy work. This is not enough. Just as with the women's issue and cross-culture issues, the image of the older adult

in text books and stories must be revamped. Children growing up with the concept of the pretty, good and young fairy in contrast to the ugly, bad and old witch are indoctrinated early on to the horrors of aging. Examples abound in children's readers reinforcing the stereotype of grandparents who sit in a rocker and never do anything vital, dynamic or interesting. In reality, of course, with over one and one half million people turning 60 every year we have a very active and invigorating group on the aging end of the spectrum.

To change the image of aging and close the communications-generation gap the dialogue must be on a continuum. The euphemisms life-long learning, emeritus college, continuing education when used for "special" programs for older adults are doing more to segregate than to integrate all ages in education. There is a need for educators to change the image of education as well. Education is regarded as semi-finite. A child must have ten-twelve years of education; eighteen years to be a doctor as if there is a finite time when a degree is reached and that, the "end". I submit that we need to concentrate on a lateral and continuous infinite concept of education. We need to consider that a society that is changing as radically and dynamically as the world in which we live, needs a citizenry in tune with its needs and resources. Only a concept of infinite and continuing education will fill that need.

One of the exercises I use in the classroom is to show an older woman, a younger man and a child in a picture. Invariably when I ask the class what the picture represents they tell me the older woman is the young man's mother and the child is his child. In other words a three generational family. In our world at present there are other considerations for that picture. When pushed a few class members will say "Oh, yes, maybe the young man is married to the older woman". It is also possible for the woman, the older woman, to be the mother of both the older man and the younger man. It is possible for the older

woman to be the young man's wife or significant "other". It is also possible in our world of advanced technology, that at some future date that man may be projected into a setting where he is the father of the older woman. In this setting with a disease such as leukemia, he could die and be preserved through the science of cryogenics to be revitalized many years later so that he appears to be younger than his wife or younger than his daughter whom he could have fathered before he died.

In a society which has added twenty plus years to life expectancy since 1900, we need to reevaluate our educational system and its goals to cope with the divergent needs of a society grown older, more dynamic, and facing infinite potential.

Free schools, colleges without walls, community schools, and "credit for living" have all been other types of isolated model programs. I advocate integration, age integration. Combine and present a system with a fee structure, a community tax, sales tax, industry component, lottery or whatever, but design a system that is so useful and enriching that support is integrated into the energy of the program by its intrinsic value to the individuals in the community and to the survival needs of our society using other institutions as extensions of the educational system under the community college. We must eliminate barriers such as categories which discriminate, adults and defined adults, and such specious devisory tactics as designating upper and lower division curricula.

It is important that society begins to see older people away from typical media representation. It is important for all of us to realize that we have a fantastic resource in them, that they are still vital physically, sexually and psychologically. It is important to incorporate and integrate our older members into our society rather than exclude and segregate them. I think in this way educators and education will best close the mythical gap.

Bridging the Generation Gap:
EMERITUS COLLEGE OF MARIN

by Jared B. Sharon, Acting Dean of Instruction, College of Marin, presented at the Third National Conference of the National Council on Community Services, sponsored by the California Community College Community Services Association, at San Diego, March 3, 1976.

Being the fourth panelist to speak to you this afternoon on the subject of programs for older adults makes me feel a bit like Zsa Zsa Gabor's fourth husband: "I know what's expected of me, but I'm not quite sure how to make it interesting."

Let me begin by telling you a little about how Emeritus College was founded, what our program has come to be, and lastly some problems which I suspect all of us in this field face.

The credit for the concept of an Emeritus College, a college-within-a-college run by older adults for older adults, goes to Dr. Geoffrey Smith, Professor Emeritus at Stanford. In 1972, Dr. Smith, then recently retired, proposed an Emeritus University, to be located near the Stanford campus. He shared his idea with Dr. Mary Barrows, Professor Emeritus of English at Dominican College of San Rafael, who in turn related it to a member of our Board of Trustees, Gene Turtle.

Gene suggested to me that College of Marin seek federal funding to put such a project into operation. That fall, plans for Emeritus College were incorporated into a comprehensive community outreach proposal entitled "Systems Approach to Community Development," which we submitted under Title I of the Higher Education Act.

Since 1973, Title I has supported not only our own program, but has enabled us to assist directly Santa Monica City College, Moorpark College, and Los Angeles Valley College to start their "Emeritus Colleges." For 1976-77, we have received Title I funding to assist colleges who wish to replicate Emeritus and can report that, as of the time these conference notes are being transcribed, four colleges, Hartnell, Cabrillo, East Los Angeles, and Mendocino, have asked to be involved.

The need for an Emeritus program in Marin County, long known as a place older adults choose for their retirement residence, we felt to be inherent from County demographic statistics (16% of the population, about 30,000 people, over age 65 in Marin) and our own enrollment data. In 1973, out of some 7,100 students at College of Marin, only 89 were 55 or older.

In spite of these data, none of us were prepared for the outpouring of interest that occurred in the months following the first official convocation of Emeritus College in November, 1973. Attendance at that convocation completely filled the entire first floor of the Student Center. Within three months, under the dynamic, energetic leadership of Emeritus' first director, Dr. Bernard Carp, sixty-seven year old retired Director of the Providence, Rhode Island, Jewish Community Center, there were over 2,000 gold card holders and one year later over 4,000.

Of that number, approximately 1,200 register every ten weeks for non-credit, ADA generating adult education courses; 600 register quarterly in non-credit community services classes specially designated as Emeritus College classes (for which apportionment is not claimed); and over 700 per year register in college credit classes in which the student is expected to turn in written assignments and take examinations. A large, but unquantifiable, number regularly attend the college's concert/lecture series and participate in the College of Marin Foundation, whose purpose it is to raise scholarship money for needy students.

The gold card entitles its holder, who must be above age 54, to reduced (generally 50% reduction) fees for registration in all college courses, credit and non-credit, admission to all college events, and parking. This coming year about 90 classes, specially intended for though not restricted to older adults, are scheduled on diverse topics ranging from "Pre-Retirement Planning" to "Hatha Yoga for Older Adults."

Neither the offering of gold card privileges or specialized classes for older adults are by any means unique to College of Marin. What is perhaps of interest, however, is the internal structure of Emeritus and the spin-offs that occur because of that structure.

In addition to a paid staff consisting of a director, secretary, and hourly rate persons who coordinate volunteers and edit and distribute an Emeritus College Newsletter to some 2,400 recipients; Emeritus is run by an elected thirty member advisory council. Reporting to the Council, are a Program Committee and a Community Relations Committee which provides volunteers and hospitality at all Emeritus events. The Program Committee reviews all Emeritus College course proposals. The committee has been very successful in encouraging older adults themselves to share their expertise as instructors. The staff are also older adults. This philosophy enables us to hold to the concept that older persons are not objects of pity, people you do something for, but rather colleagues, people you do something with. Nonetheless, to avoid the extreme of Apartheid among the Aged, of complete segregation, the council, and all committees, have younger persons represented, as instructors, as agency professionals, and as students.

As mentioned earlier older adults are encouraged to participate in all col-

lege classes and activities, including student government. Emeritus is housed in the Student Center, with such neighbors as the Sailing Club and La Raza Student Union.

Within the College's total student government, the Associated Students College of Marin (ASCOM), Emeritus students have formed their own organization, Associated Students Emeritus College (ASEC), with its own elected Board, officers, and by-laws. ASEC is of course represented on the ASCOM Board and because of the physical proximity of offices interacts regularly with all other students, including co-sponsorship of various events.

The advantage of having an ASEC is that it can address the social needs of older adults much better and, in some legal instances, more appropriately, than can the College, which is legally restricted in its use of tax funds.

ASEC has sponsored a highly successful Junior Prom, numerous trips and tours to Bay Area museums, to the Ashland Oregon Shakesperian Festival, to the Victorian Museum in Nevada City, and to Yosemite, to name but a few. ASEC sponsors a monthly forum series, with speakers of all ages speaking on important contemporary issues or giving slide illustrated travel talks. Refreshments are served. We feel that the social aspects of Emeritus are extremely important. As an aside, had public institutions not neglected the human side of education, preferring instead to restrict interaction with students merely to the offering of courses, perhaps there would have been less vehemence associated with the campus unrest of the late sixties and early seventies.

Emeritus College of Marin was studied in 1974 as one of three national model projects by the National Institute of Education (NIE). The praise recorded in that report is indeed a tribute to the enthusiasm of the advisory council, program, and community relations committees, and the many volunteers associated with Emeritus College and ASEC.

FUTURE PLANS

Quite briefly our future plans include: (1) providing second careers counseling for CETA defined older adults (above age 44); (2) establishing an activity center for older adults on or near the campus, to provide a drop in lounge, site for counseling, socialization, and recreation courses such as bridge, chess, and Greek dancing; (3) studying the feasibility of a two year gerontology paraprofessional program; (4) expanding services to our district's newest campus, Indian Valley Colleges; (5) establishing nine satellite centers already begun at retirement residences and in remote areas of the county; and (6) creating a talent bank of older adult volunteers to help in such ways as laboratory instructors/tutors in credit science and remedial English/math courses and to apply their experience to problems of campus and community planning.

PROBLEMS

Before listing for you our problems, a word of gratitude is in order to the California Postsecondary Commission, Dr. Russel Riese, under whose administration Title I grants are assigned in California. Without this support, Emeritus College of Marin would not have been possible. Our own Board of Trustees has also been extremely supportive, absorbing each year an increasing share of program costs, until now District community services funds provide the majority of support for the program.

There are, however, three problems which face not only our college but probably any other community college which has recently begun outreach programs: (1) conversion of hourly personnel hired under federal grants to permanent classified positions; (2) permitting outreach students, particularly older adults, to audit credit classes, gaining their educational benefit without undergoing prematurely the psychological rigors and physical strain of required examinations and written assignments; and (3) space.

The last of these is perhaps the most frustrating. Even though a college may have federal or district funds to acquire appropriate facilities (or even if such be donated by agencies), the college may not acquire such facilities for fear of violating the state space standards set for the district. If, by acquiring such facilities, the college exceeds the limit in space assigned to the district by the state, the district runs the risk of losing all state construction money for major projects. The state space standards in California were set in 1967 and were based on a study conducted in 1953. A quarter of a century ago, the various outreach projects in which community colleges are now involved, outreach to Blacks, La Raza, handicapped, reentry women, and older adults, were unheard of, in fact unthought of.

Therefore, we were very pleased with legislation introduced by Michael Wornum (AB 3637) which would exempt outreach space from state space standard calculations. The legislation does not ask for additional state funds to construct outreach facilities. It does provide, however, that districts will not be penalized or lose potential state support for projects already under consideration, if, with the district's own resources or through external grants or through donations, the district adds outreach space. We earnestly seek the support of every district exposed to this transcript on this legislation.

INVITATION

We are pleased to announce that Dr. Carp and other members of the Emeritus College of Marin staff are available, at no cost to applicant districts, to assist in starting an Emeritus program, under our present Title I grant. Please address your inquiries to me and we'll see that you are contacted immediately.

(A synchronized slide sound presentation, showing Emeritus College of Marin from a participants standpoint then followed. The presentation was made by the program's present director, Henry Mamet. Henry shared his personal experiences, and read several letters from Emeritus College students especially written for the conference. The audiotape included a poem of tribute written by Emeritus poet Dorothy Lynn.)

LOS ANGELES COMMUNITY COLLEGE DISTRICT

INVOLVING SENIOR ADULTS IN THE COMMUNITY COLLEGE:

A MODEL WORK-STUDY PROGRAM

November 1975

Suzanne Brooks

Staff Aide

DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT

OFFICE OF COLLEGE RELATIONS AND COMMUNITY SERVICES

Ray Johnson, Director

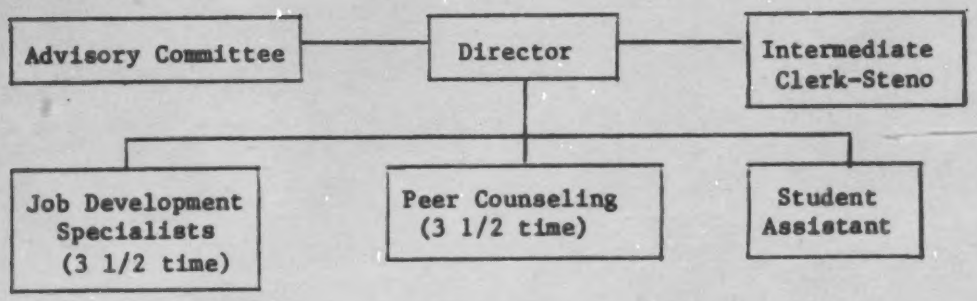
I. INTRODUCTION

In mid-1974, the Los Angeles Community College District submitted to The Edna McConnell Clark Foundation a proposal for funding of a Senior Adult Work-Study-Serve project. Though initially proposed as a three year, five college program, the Clark Foundation granted $100,000 for a one year project at Los Angeles Valley College. The major goal of the project was to test the following thesis: that the community college can successfully develop and maintain a work-study (job placement in conjunction with educational involvement) project for senior adults similar to Federal work-study for younger students. The specific goal of the project was to enroll 45 older adults in a three-unit specially-developed course, and to place them in part-time employment at a salary of $2.25 per hour for 15 hours per week. Jobs were to be developed on a matching basis, with salaries partially subsidized by the Clark Foundation, and the remainder to be paid by the employing agency. It was hoped that a working, replicable model could be developed that would provide a vehicle for re-involving the senior adult in society by providing opportunity to enter the working and educational worlds.

II. PROGRAM DEVELOPMENT AND OPERATION

Upon acceptance on October 2, 1974 of the $100,000 by the Board of Trustees of the Los Angeles Community College District, the Project Director was hired and began organizing program operations, procuring accommodations and equipment, and gathering staff so that implementation could begin by January, 1975. Much was accomplished in a very limited lead time, with the result of 46 seniors placed in part-time jobs and enrolled in the specially-created course, Personal Development 4 - Career Planning, by February 10, 1975.

Staffing -- The original staff organization was somewhat different from the following chart, but experience demonstrated that the one shown was more effective:



Budget -- The total program budget, including the original $100,000 from the Clark Foundation, a supplemental $10,000 from the Clark Foundation, and $18,000 of employer matching funds, was $128,000. Though changed somewhat during the course of the project, the budget breakdown prior to the $10,000 supplement for additional subsidized jobs was approximately the following:

Purpose	Foundation Grant	Employer's Contribution	Total
Project Director	$ 13,000	$ -	$ 13,000
Job Developer	12,140	-	12,140
Secretary	9,000	-	9,000
Administrative Support	6,325	-	6,325
Research Aides	4,752	-	4,752
Peer Counselors	9,504	-	9,504
Student Workers	36,049	18,000	54,049
Program Mgt. Design/Evaluation	5,000	-	5,000
Recruitment and Publicity	4,130	-	4,130
	$100,000	$ 18,000	$118,000

Publicity -- Essential to recruitment of seniors and employers both, publicity had to begin immediately and be as effective as possible. Throughout the project, public information efforts included newspaper notices, radio spots, television announcements, letters, speaking engagements, slide shows, notices on bulletin boards, brochures (See Exhibit A) and notification of all social services, religious, and educational institutions. The staff also worked closely, as noted in the organization chart, with the very active Community Advisory Committee, an invaluable source of contacts, advice, and support.

Procedures -- Specific procedures had to be developed for the different aspects of the project, such as filing of information on applicants, skills, and jobs. Complex systems evolved during the course of the year and resulted in book files for applicant forms in four categories: active, referred, employed, and inactive; display files for jobs which were numbered and color-coded; and a skills file which also included distance availability information. A flow chart for processing applicants is included as Exhibit B.

Job Development -- Enthusiastic, aggressive job development was a vital part of the project, as finding employers amenable to placing seniors is especially difficult. Every possibility was investigated; no stone was left unturned. On-campus jobs were generated by sending notes to all faculty, and off-campus jobs through the publicity efforts noted above. Jobs were generally of a type not requiring specialized skills, such as general office work, child supervision, gardening, custodial and maintenance work, social agency research and record jobs, light selling, driving, tele-receptionist, and tutoring. A Job Development Specialist Flow Chart is included as Exhibit C.

Classroom Component -- A three-unit course, Career Planning, was designed specifically for the program and was begun in February, 1975. Though a regular college course, registration was handled by the Senior Adult Program staff for the initial enrollment. Practically, the class satisfied the requirement that the seniors be enrolled in school to participate in a work-study program. On another level, the class offered seniors a chance to experience and share with one another. They explored their reasons for retirement and for seeking jobs, their present skills and goals, and discovered new alternatives for themselves and others. Finally, the class served as a vehicle for conveying basic resource information, and for the participants to keep in touch with the placement program.

Placement Program -- Participants were placed in jobs generated by the development specialists, through a matching and referral process. The maximum number of hours worked per week was 15, at a rate of $2.25 per hour. A District unclassified employment category entitled Adult Program Assistant was developed for participants. Though most worked in off-campus agencies, all seniors working in subsidized jobs were District employees working under college work-study contracts between the District and the agency, which outlines duties, matching funds, and liabilities. Employers paid their obligations (20% for religious, 30% for public, and 50% for private organizations) directly to the District Accounting Section, where they were deposited in separate accounts charged for participants' salaries. Seniors received their checks through the mail, as regular District employees. Duration of employment varied, but most participants worked for several months; some were hired on by the agency when subsidized employment ended. Several jobs that were unsubsidized from the beginning were generated after the grant allotted for subsidization was expended.

Employer Workshops -- Another goal of the project was to orient employers and potential employers to the abilities, needs, and special characteristics of senior workers. Two half-day workshops were held, one for on-campus employers and one for off-campus employers. Ideally, these workshops should have been held before placement of seniors began, but inadequate lead time prevented this during the 1975 project year. Topics covered at the two sessions included labor laws, hiring practices, Social Security, the Employment Development Department, seniors' capacities, relating to seniors, community resources, the Department of Senior Citizens Affairs, and preparation for the employee evaluations. There was time for discussion of individual problems, and to question the employers informally about their participation in the project. The majority was pleased with the program and with their senior workers.

III. FINAL RESULTS

The total number of applicants processed during the program year was 289. Of these, 14% were 70 or more years old. The total number of placements was 101; 13% of these seniors were 70 or more years old. The breakdown of the 101 placements by percent of subsidy by the Clark Foundation grant was as follows:

80%	70%	60%	50%	No Subsidy
35	31	15	5	15

Though the total placement was 101 due to the need to match jobs and applicants carefully, the total number of jobs developed was 194, 124 eligible for subsidy and 70 jobs for which the employer would pay all costs. As of August 31, 1975, 36 permanent, non-subsidized positions had been generated for program participants.

IV. EVALUATIONS

Rogers Report -- The original proposal for the Seniors Work-Study project stated that a management design system and ongoing evaluation design would be built into the model. Attainment of the first part of this goal involved hiring a consultant to study the management component of the program. The firm of Robert A. Rogers Associates, Management Services, was hired on March 19, 1975 to evaluate the effectiveness of the program's management system, make recommendations for improvement, and render an opinion as to the model's replicability. The report from Rogers, submitted on June 18, 1975 stated the following:

> The Valley College model has demonstrated that a senior workers project is compatible with the mission of the community college; that it can be planned, organized, implemented, and managed successfully within the existing institution; that its financial and other routine administrative and operational aspects (accounting, personnel, purchasing, etc.) can be handled through the institution's own administrative machinery; and that a director, supported by a few specialized assistants, can effectively carry out the substantive work of the project -- that is, can develop and fill jobs for senior workers and organize and conduct the study component. (2)

The Rogers report also cited three problems of the project: 1) lead time, the inadequate amount of time allotted for organizing the program after receiving confirmation of funding and prior to implementation; 2) District/College policy and procedures constraints, the difficulties of instituting new and innovative programs in an already established bureaucracy; and 3) space, the inadequacy of facilities available for housing the project. Recommendations for resolving these difficulties were presented in the report; they suggest in the main that cognizance be given to the time required to accomplish tasks in a proliferated bureaucracy, and that project staff be made aware of administrative procedures and the constraints thereof. Finally, Rogers' evaluation states that

the institution best suited to administer replications is the community college.

Preliminary Evaluation -- The Office of Educational Development, Institutional Research, of Los Angeles Valley College, submitted a preliminary evaluation of the project on July 23, 1975. Based on the period January 1, 1975 to June 30, 1975, the report indicated that seven stated goals of the program (employer bank, employee bank, placement, employer workshop, specially-developed course, peer counseling, and community education) had been reached and exceeded.

Student Program Evaluation -- A questionnaire administered to program participants enrolled in Personal Development 4, made up of questions on relations with program staff and overall program effects, generated an overwhelmingly positive response. For example, the question which asked, "Would you recommend this program for your friends?" received 52 "yes" responses, and only one "no."

Employee Evaluation Summary -- Participants placed in employment were asked to respond to a questionnaire assessing relative satisfaction with the job situation. Most indicated that the atmosphere (quality of supervision, opportunity for creativity, agency receptivity to new ideas, opportunity for learning) was Average or Above Average, and felt pleased with the entire experience.

Employers' Evaluation of Employees -- All employers were asked to evaluate the seniors placed with them, both on job performance and personal attributes. The ratings were generally Outstanding or Above Average, and 90% indicated that they would recommend the person for another job.

Staff Evaluation of Applicants --The program staff found that three types of senior adult approached them for assistance during the course of the project.

The first group had active skills matching the current job market, but had difficulty selling them because of "ageism"--discrimination against senior citizens. The second group had no usable skills, poor physical or mental health, personality problems, or no transportation. The third group included those with basic office, domestic and/or industrial skills, reasonable health, hearing, and vision, and stable personalities. They did not, however, come from immediate working backgrounds, or had retired for some years, or wished work in a field other than their career employment.

The second group requires rehabilitation beyond the scope of the project. Staff indicated that the first and third groups could be assisted through support from staff, the first in combatting discrimination, and the third in obtaining guidance and courage. Several exceptions, however, inhibited their own ability to be helped by the program because they were too philanthropic, unreliable, indignant, undecided, had no saleable skills, or were simply not yet ready to go to work.

V. A REPLICABLE MODEL

As stated above, the Rogers evaluation indicated that the project did indeed meet its goal of developing a replicable model. The final report of the program staff contains the following outline of the components essential to any replication of the project:

A. Description of purpose

B. Statement of needs

C. Control/Guidance

Functions/responsibilities of Director

Functional flow

D. Staff

1. Job Developers

a) Job description

b) Methods of job development

c) Forms; job order cards, promotional materials, forms

d) Daily journals

e) Write-up of experiences

f) Each/every Job Developer must be familiar with each applicant

2. Peer Counselors

a) Job description

b) Procedures to obtain pool of Senior Adult Applicants

1) Speeches to Senior Adult groups

2) Publicity -- news releases -- bulletin board listings

3) Encouragement/promotion of referrals

c) Forms

1) Application

2) Job record card MUST include start date, hours, salary, termination date, reason, and all other pertinent information

3) Independent contractor form for participants desiring an independent agreement with the employer

4) Agreement to become student

5) Documentation of <u>all</u> referrals (disposition and reasons for action)

6) Write-up of interview with applicant (evaluation of personality, experience, attitude, ability, suitability for what types of jobs, documentation of sensitive findings and feelings toward applicant)--information should be coded.

3. Secretarial/clerical support

   a) Job description

   b) Establish all components of filing system

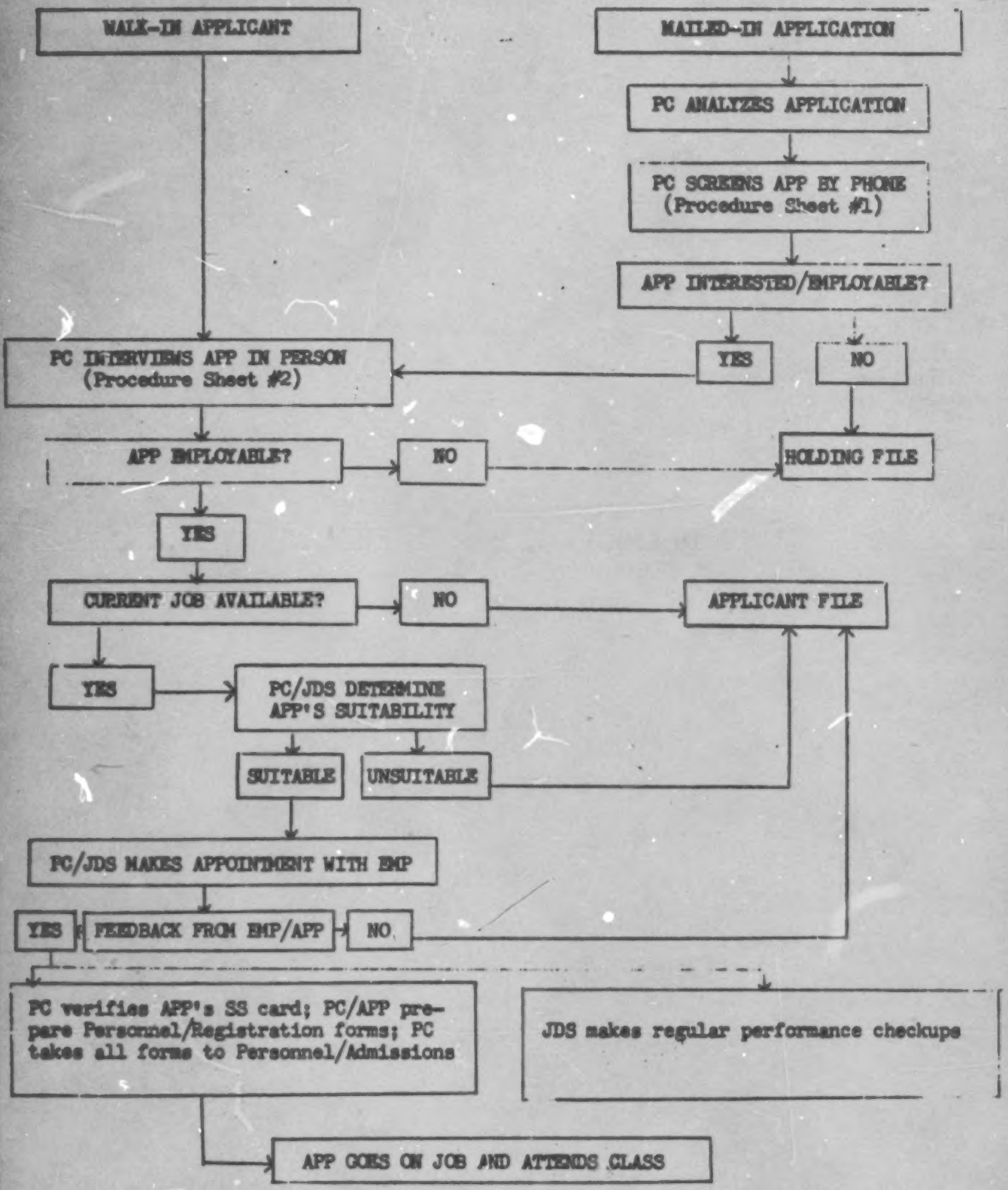
   c) Define and document where/when the paper work process starts

   d) Understand master documentation/control/authorization process. Application should suffice for applicants only until applicant becomes an employee. An employee card should contain all pertinent employment data.

EXHIBIT B

PROCEDURE FOR PROCESSING APPLICANTS

Abbreviations: PC = Peer Counselor
JDS = Job Development Specialist
APP = Applicant
EMP = Employer



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National Conference on Community Services
in Community Colleges
San Diego, California

March 3-5, 1976

"Managing the Future of Community Services:
Achieving Objectives Through the Political Process"

An Internal Prospective
by
Louis W. Bender

Florida State University

Jim Wattenbarger and I met several weeks ago in preparation for this session. We decided the best way to handle our assignment would be for one to address the external dimension outside the community college, while the other would address the internal dimension of the institution in relation to the assigned topic. I shall address the internal dimension. As many of you are painfully aware, the community services function of the community college often is impeded, if not severely damaged, because of internal factors within the college community itself. In order to have a successful community services program, it is necessary to know the problems or issues which may develop or or exist within the college and to develop an action plan to address them. It will be my purpose during the next 15 or 20 minutes to address some of the elements which need to be considered by the community services director or the president when contemplating the future of community services in an institution.

I. Types of Opposition

First, it seems to me, we need to understand which internal forces of the college are opposed to or at least are sympathetic

toward the community services function. There are five distinct constituent groups which must be reviewed when examining such forces of opposition. The first group typically will be those among the faculty within the institution who are opposed to the community services function of the institution. Full-time faculty frequently are unsympathetic to the community services function from a philosophic viewpoint. At times, however, when one scratches the surface of the rhetoric and argument, vested interests often are revealed. Some faculty perceive community services as beneath the dignity of a collegiate institution, often arguring that community services are the responsibility of community agencies and other external organizations. Another contingency of faculty will argue that the standards of quality of the academic community will be jeopardized through the motley band of adjunct or part-time faculty recruited to provide the instructional program of community services. Yet another group of faculty are threatened by the existence of a competing entity within the institution either through possible loss of funds allocated to the community service program at the expense of the full-time faculty or from perceived loss of student enrollment by making educational services "too accessible" and "too easy." I'm sure we could add to the list if each of you were to describe some of the faculty attitudes communicated in your institution.

A second internal opposition group often comes from the administrative complement of the institution. While many of the arguments may sound like a refrain of those arguments advanced by faculty, administrative opposition is usually more related to

jurisdictions and perceived threats to power bases. It is often possible to identify symptoms of administrative opposition by examining an institution's organization chart and studying the title of the community services director in contrast to other upper echelon administrators as well as to examine lines of reporting and the extent of inclusion of the community services director in the administrative cabinet or council structure of the institution. Even the title of many of you community services officials attending this conference contrasted to peer level counterparts within your college provide some evidence of the need to understand the political process of the institution in achieving community services objectives.

The third area of opposition can often be seen in the Board of Trustees of the institution. Typically, opposition centered within the Board can be traced to the social, economic, and educational background of the individual. Some trustees simply have not been able to grasp the concept of college outside the "ivory tower" or "ivy covered walls" stereotype. Such individuals basically are philosophically out of tune or at least are educationally deprived in understanding the mission of a comprehensive community college in contemporary society.

The fourth and fifth opposition points within the institution are less frequently visible in recent years. The president would represent the fourth type or level of opposition in some institutions (thankfully in a rapidly decreasing number). Such presidents usually will have come from the academic tradition and will give highest priority to academic programs, considerably lower priority

to occupational or career programs, and lowest priority to community services. The fifth level of opposition would be the students within the institution. Where student opposition has developed, concern for loss of services or resources usually can be detected as the precursor.

II. Principal Issues Which Become Politicized

Now let us look at some of the issues which often become the basis for conflict within the institution. First is the internal distribution of power. It is quite apparent that interest groups vie for the strongest position of power within any organization and this is true in the community college as well. A second issue relates to the distribution of fiscal resources within the institution; whether among the campuses, divisions, departments, or among personnel. A third area which frequently becomes politicized is that determination of education programs, standards and criteria ranging from admissions to academic offerings. The fourth area often relates to the economics of institutional operation where priorities must be made and various units are required to be placed in a subordinate relationship to others.

III. The Nature and Use of Power

Achieving objectives through the political process within the institution involves a struggle for power. I realize that these words are not appealing to the ears of many educators who would believe that education is above such things as power struggles and political interaction. In reality, however, even two high principled faculty members teaching the same course find themselves in a form of competition when they consider such day-to-day

activities as class scheduling, student load, peer acceptance, students recognition, and so forth. When considering the community services function of the institution, we necessarily are looking at the macro level of political interaction where one thrust of the institution necessarily is in competition with other thrusts of the institution. In looking at the future of community services, it behooves each of us to understand some of the basic principles of power or influence since they are directly or indirectly applied when attempting to achieve a given objective. First, power is relative since complete power rarely is the sole province of a single individual or component of the organization. Therefore the community services director might find the academic dean of the institution seemingly having great power, even to the detriment of the community services program. Yet, there will be those occasions or those circumstances where that power will not be complete, or where it can be directed toward the benefit of the community services program.

A second principle of power is that it may be real or apparent. The backing of an important community organization or an influential member of the community towards a proposed community service activity can often have the impact of influencing, reprioritizing or reordering of institutional commitment.

Power relationships change over time, another principle to comprehend. Thus the balance moves from one point to another as benefits and contributions, real or perceived, change among the participating parties.

The fourth principle is that power exists to the extent it

is accepted. This is true since acceptance is dependent upon what levels of importance or values are held by the opposition which establish the level of tolerance or acceptance of one or another course of action. And finally, refraining from exercising legitimate power can be reinforcing, while exercising power often is risk-taking.

Some of you ask, "What does this have to do with achieving our objectives, Lou?" I would reply that you must understand your own institution in the context of the various interests and various power bases which exist. It is only through this understanding that you can reasonably develop a strategy for action when seeking a given objective.

V. Strategy for Action

Let me now try to tie the ends together by observing that there are at least six steps in any effective strategy for action within the institution when your objective is the future of community services. First, know the real problem and be able to clearly define it in such a way that it can be seriously considered. For example, about two years ago I observed a community services director demoralized because a survey of hospital personnel in her city had revealed a large market for staff development programs. She developed an excellent project, arranging with the hospital to hold classes on site and employed two outstanding instructors who were enthusiastically committed to the program. Imagine their chagrin when not one single hospital employee turned up for the first session of either instructor. The community services director first concluded that the survey had been

fallacious. A clear definition of the problem, however, soon made it apparent that the interest on the part of the employees reflected in the earlier survey was accurate, but the supporting policies of the hospital and the college had been responsible for the failure. The college policies required the courses to be self-supporting and non-credit in nature; while the policies of the hospital provided no incentives to the employees through promotion or salary raises and even discouraged participation by "docking" any employee who attended a class during working hours.

The second step in the strategy for action is to identify the interest groups involved within the institution. While I have described some of the negative aspects of faculty and administrative support, it should be recognized that different faculty will be interested in various community activities and supportive of the community services function of the institution. By identifying the interest groups, you as the community service director can become a broker for aligning the support groups and counteracting those who would be the opposition by understanding their areas of interest and commitment.

Step three in the strategy for action would be to analyze the alternatives for addressing the problem or issue. Obviously this must not only be restricted to the internal constituents of the institution, but encompasses the external which Jim Wattenbarger will address. The political process, however, makes it imperative that we examine alternatives rather than establishing a preferred course of action blindly, only to learn later

that it was a precursor to other problems or complications.

The fourth step is to develop contingency plans in case of unforeseen problems because the institution is organic in nature, changing, and constantly in a state of evolution. As a result, even the best laid plan can be suddenly placed in jeopardy because of unforeseen circumstances. This is particularly true for community services because so many external organizations and groups are involved.

The fifth step would be to initiate action; while the sixth step would be to monitor and evaluate as you work toward a given objective.

VI. Some Strategies and Tactics

In closing I should like to identify some of the strategies and tactics used in the political process to achieve objectives. Since the community services function of the college is generally the most recent and newest thrust of the institution, the community services director is confronted with fostering change within the organization. It is not easy to win change in a setting where an organization has had a tradition and established an element of stability. It is natural for elements within an organization to seek the status quo and to resist the intrusion of any new elements. So how do you bring about a change in attitudes or priorities toward community services?

Organization theorists would say that a viable tactic would be to seek identity as a separate component of the institution which is new and non-threatening to the established components. This is particularly true where the fiscal base can be clearly

separated and thus not appear to be in competition with the others. Another tactic is to identify those faculty who are the influentials or elite within the institution, and then win their support for the community services program and, hopefully, even employ them for an appropriate assignment within their special interest.

At least one institution has sought to insure parity of the community services program with the other programs of the college by requiring all faculty to be available for community services assignments as part of their regular work load. Obviously in this setting, the tactic has been to first get the support of the Board of Trustees and the president so that the power base stems from the legitimacy of the community services function among all others of the college.

Another tactic successfully employed by some community services directors has been that of competition. Strong aggressive action in community service activities has resulted in larger head-count reports being promulgated within the institution, as well as within the community, generating power to the community services program. This forces recognition from the faculty and staff responsible for the day program. Yet another tactic is to establish power bases from within the community through arrangements ranging from contracts to advisory council relationships. I'm sure Jim will cover this in his remarks. A final illustration of a tactic employed by some community service programs is to generate the broad base publicity program which encompasses everything from the range of offerings to the variety of publics

served through community services.

SUMMARY

The political process by definition involves a form of competition. I have attempted to treat the terms "political" and "competition" in a neutral context without any value judgments attached. Unfortunately, we in education tend to attach a value judgment and thus interpret political as being dirty or underhanded and also view competition as an unhealthy condition for an educational institution. Upon closer examination, however, we must admit that political interaction is a daily process whether defined on individual terms or applied in an organizational program context. The future of community services is bright indeed. Everything associated with this conference is testimony to the emerging importance of community services as part of the mission of the community college. We cannot afford, therefore, naively to believe that the internal environment of the institution can be ignored as we develop our strategies for action in the future.

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